



Grantee Summaries

BEST GRANTEE



FOR CYCLE XIX



SAN JOSÉ



EVALUATION
REPORTS



2009-2010

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Summary of Evaluation Design

The CCPA Evaluation approach combines the Results and Performance Accountability evaluation approach (Friedman, 2007) and the Theory of Change/Logic Model (Connell, Kubisch, Schorr, & Weiss, 1995; Julian, Jones & Deyo, 1995). These complementary approaches to program evaluation yield information which allows policy makers, funders, community leaders, and service providers to make informed decisions about service delivery, budget allocation, and continuous improvement in a timely manner.

The scope of the evaluation covers three areas: effort, effect, and results. Measures of effort indicate what the inputs are that produce the effects. Measures of effect indicate what happens due to the inputs. Measures of results reveal what changes over time for customers and other persons living in the same community. The logic model specifies in greater detail what is measured in each of the three areas. By collecting sufficient data in all three areas, an understanding of what it takes in resources (effort) to produce targeted changes in the customers (effect) is available to diverse groups of stakeholders, for example, agency management, staff, and funding source staff. Results for customers, intermediate outcomes, and for the entire community, population trends, reveal whether desired impacts occur during the same time as the delivery of services. When greater efforts produce more positive effects, then outcomes for customers and the general well-being of the community ought to improve.

Effort

Funds awarded and spent indicate whether resources were sizable and utilized. Selected characteristics of staff members demonstrate the quantity and quality of staff efforts. Customer characteristics, particularly the level of youth developmental assets, highlight whether the customers designated as needing services were the ones receiving services. Service strategy priorities and tallies of services summarize what happens that ought to produce desired changes in customers. Cost per service unit/hour denotes how efficiently services are delivered.

Effect

Two ways of measuring what happens as a result of providing services are assessed: satisfaction with services and the productivity of services, or how much change occurred for the better in customers due to the services. Services must be acceptable to customers to maintain their involvement in service activities. Level of participation in services is rated by staff as a check on customer involvement. Two areas of service productivity are assessed: changes in the level of youth developmental assets and changes in service goals articulated by each funded agency. These two measures focus specifically on customer changes due to services. Also, two summary assessments of effect are included: service quality and the overall performance of each funded agency. The service quality indicator pinpoints whether levels of service productivity were about the same for all customers or varied across customers by comparing the variation in service productivity to the level of productivity. The reliability of the service productivity data is monitored to ensure it remains accurate and actionable. The Service Performance Index combines data across 19 indicators about the approach to services, the deployment of resources to provide services, and the results associated with providing services, to summarize a funded agency's overall performance, in a manner similar to how Malcolm Baldrige Quality Award applicants are examined.

Results

Information about how customers are doing on measures of interest to stakeholders, such as school success, personal health, involvement with the criminal justice system, etc., is obtained to highlight whether broader impacts are occurring beyond those caused by the services. Sources of information may include school records, criminal records, and health assessments, but this information relates only to the customers, unless comparisons are made with similar groups of people. These outcome results are not directly caused by the provision of services, but they should be headed in the same direction as the effects of services on customers. Additional information is assembled, usually later in time, about population indicators that reflect what is happening to entire communities, or just members of the community who might have been served.

Definitions

The key terms in the preceding explanation of CCPA's evaluation approach are defined below.

1. Logic models - summarize how the design of a program along with the actions taken when providing services relate to the outcomes of services. By specifying what the structural elements of the program are, what service processes occur, and how these all cause changes in customers, a sound basis exists for communicating about the accomplishments and shortcomings of service delivery. CCPA's logic model states that increasing effort produces more change in customers and higher rates of service satisfaction. When these effects are more positive, outcomes for customers will improve and the entire community will be better off.

2. Youth developmental assets - describe the qualities of youth who are likely to become successful and productive adults. Forty developmental assets for adolescents are posted at <http://www.communitycollaboration.net/id42.htm> by the Search Institute, Minneapolis, MN. CCPA employs a copyrighted 37-item list of assets similar to these 40, and grouped as follows: Risk Avoidance—e.g., drugs, drinking, smoking, gangs, unsafe neighborhood or school; Protective—e.g., showing respect for other people, feeling good about the choices one makes, knowing what to do to achieve goals or handle work/school assignments, and maintaining one's cool; Resiliency—e.g., feeling valued at school, being respected at home, and being connected to a caring adult in the community. Also, social attachment and involvement is assessed to identify isolated and potentially violent youth customers; two aspects are emphasized—emotional state and peer relations. CCPA alerts staff of any funded agency when low scores occur.

3. Satisfaction with services - indicates whether the customers like the services and are getting what they expected to get. Both youth customers and parents/guardians are asked four questions about how good the services were, how helpful, and whether they should be recommended to others. Scores range from 0 to 100%. Scores above 90% indicate high satisfaction.

4. Service productivity - refers to changes that occur in customers because of receiving services. When more change for the better occurs, services are considered more productive. A service is effective if the customer is better off due to his/her participation in the program. Unlike when goods are produced, inventoried, and valued based on the effort expended to create them, services have no value unless they cause targeted changes in customers. A service productivity score is calculated as the percent of targeted changes for the better minus those for the worse, then divided by the total number of responses, less any missing or do not know responses. Scores range from -100% to +100%. Grantees receive a score of 0% if their customer did not change due to their services. Scores over 60% describe successful service programs. Scores above 95% suggest that the agency ought to set higher goals, as reflected in the questions posed on the surveys.

5. Service quality - reflects the consistency of the services provided across customers. Higher service quality scores mean that the services consistently deliver targeted changes or benefits to most or all of the children and youth customers. A service quality score of 1 or above is desirable and a score of over 3 is high.

6. Reliability - indicates the degree to which survey answers are free from errors of measurement. The reliability of the service productivity scales designed by each funded agency is determined by calculating the internal consistency of the items. Cronbach's alpha was calculated for item responses scored as 1, 0, or -1. Reliability ranges from 0 or no consistency to 1, a completely consistent response pattern. Desired levels of reliability are determined by the purpose behind using the scores. If decisions need to be made about placing a particular youth in one program versus another, the level of reliability should exceed .90. If decisions will be made about groups of youth, such as whether males or females benefitted more from the program, the level of reliability should exceed .75. If multivariate analyses of these data are performed to clarify patterns of service effectiveness, the level of reliability should exceed 0.60. Levels above 0.60 are considered sufficient for this type of evaluation.

7. Service Performance Index - compiles data using 19 indicators categorized as reflecting how well the funded agency approaches service delivery, how well resources are deployed to achieve results, and how good the results are to obtain a score ranging from 0 to 1000. This index yields a comprehensive impression of a funded agency's performance. Scores above 600 reflect good performance.

8. Malcolm Baldrige Quality Award - is a national competition sponsored by the National Institute on Standards and Technology to determine which applicants are serving their customers with the highest quality products. Specially designed criteria are employed by trained examiners to score applications. Three sets of criteria are utilized, one for education organizations, one for health care organizations, and one for all other organizations. Only high scoring applicants receive awards. Many states, as well as other countries worldwide, stage similar competitions within their geographic area.

9. Population indicators - measure results relative to a population using rates or ratios about all members of the population. Indicators are selected to measure targeted impacts on larger groups, such as school success for school-aged youth. These results supply the "big picture" view of whether a community is better or worse off over time. Indicators should be chosen that relate to program priorities, provided there are data being collected in an ongoing manner of sufficiently high quality.

Alum Rock Counseling Center, Inc.

A group of active community members with similar interests came together in 1974 to form Alum Rock Counseling (Communications) Center (ARCC). Their goal was to provide the Spanish-speaking community with counseling and communications services that were bilingual and culturally sensitive in a quiet, healthful setting.

One of the founders, George Doub, became the agency's first executive director in 1975, a position he held until he retired in 1985. During that time, the agency established its crisis intervention services for youth to provide counseling for "uncontrollable minors" that are referred by law enforcement agencies. This program is considered to be the most cost effective service of its type in Santa Clara County and had been a model for the country. In 1978, ARCC added a prevention component to reach out to youth and families before behavioral problems turned into potentially volatile situations.

In 1996, the Santa Clara Valley Youth Foundation merged with ARCC. This unique partnership brought the highly regarded Turning Point mentoring program. It was a perfect match, since ARCC's clients would greatly benefit from such a program and ARCC provided a strong infrastructure to ensure the longevity of the program. Mentoring, family education, and after-school youth programs are a fundamental part of ARCC.

Alum Rock Counseling Center (ARCC) provides culturally appropriate services which enable youth and their families in East Santa Clara Valley to improve their lives. ARCC has established a broad range of case management, counseling, prevention, education and early intervention services throughout East Santa Clara Valley including services designed for high-risk populations at K-12 school sites. Counselors, trained interns, program coordinators, and volunteers work with youth and families to provide culturally proficient programs that teach healthy family practices, anger management techniques and drug and alcohol abuse prevention as well as address many other personal and emotional concerns. ARCC has kept its finger on the pulse of the community and has adjusted its programs to ensure that client needs are met. The agency creatively collaborates with other nonprofit agencies, schools, and public organizations enabling ARCC to reach youth and families that can greatly benefit from its services.

Project Description

ARCC's BEST-funded program includes services to adjudicated youth through the Crisis Intervention Prevention for Youth (CIPY) Program. This program provides aftercare and support services to referred youth 13 to 17 years of age. Following screening and intake, youth receive a comprehensive assessment that facilitates the development of a 90-day case plan unique to their specific needs focusing on behavior, academic, emotional and other issues. Participants take part in support group workshops that focus on helping high risk youth learn essential daily life skills. Services also include individual counseling and home site visits as needed to support each youths plan. The overall goals for the CIPY program is to provide participants with the skills necessary to establish cognitive behavioral changes that will assist the participants in a personal transformation from a negative, anti-social lifestyle to a positive, pro-social lifestyle, thereby allowing each participant to become a more valuable member of society.

ARCC also provides specialized truancy case management services to middle and high school truant youth who are 11 to 17 years of age and have been identified as "habitual truants" to re-engage them back into the school system by providing support to help them succeed in school. San José BEST and the Santa Clara County Department of Education defines "habitual truants" as youth who have missed 6-15 class periods within a 30-day period or who have been referred by a Truancy Abatement and Burglary Suppression (TABS) officer. Truancy case worker(s) check school attendance records to confirm "habitual truant" status of youth referred to their program. ARCC service workers meet with TABS officer(s) at the TABS Center on a monthly basis to ensure continuity of truancy program and the coordination of participating youth.

Services include weekly visits at school and at home in order to build relationships with both the youth and the family. The program design focuses on providing skills, knowledge and support to affect attitude and behavioral change in youth clients. As part of the truancy services, ARCC has worked closely with their target school sites to organize support groups using peer support to encourage youth to attend and continue in school. Transition services and referrals for specialized services such as family relationship development, career/vocational planning and positive social competencies are explored with youth clients. The goal of the truancy case management program is to re-engage youth back into the school system by providing support which will help them to succeed in school.

Location of Services

Alum Rock Communications Center Office
1245 E. Santa Clara Street
San José, CA 95116

Caroline Davis Middle School
5035 Edenvue Drive
San José, CA 95111

Clients' Home – to be determined

Oak Grove High School
285 Blossom Hill Road
San José, CA 95123

Pala Middle School
149 North White Road
San José, CA 95127

Willow Glen Middle School
2105 Cottle Avenue
San José, CA 95125

East Side Truancy Abatement and Burglary Suppression (TABS)
680 S 34th Street
San José, CA 95122

James Lick High School
57 North White Road
San José, CA 95127

Willow Glen High School
2101 Cottle Avenue
San José, CA 95125

West Side Truancy Abatement and Burglary Suppression (TABS)
2175 Lincoln Avenue, Room 15
San José, CA 95125

Program and Staff Strengths

Alum Rock Counseling Center takes great pride in using a non-traditional approach to working with families to offer effective intervention strategies and services. Services are family focused and use a cognitive behavior, asset-based approach. Their ability to be effective in their approach is due, in part, to the strong relationships that the ARCC staff have with local school districts, San Jose Police Department, County departments and other community-based organizations. These relationships enable program staff to connect clients, if necessary, to alternative schools, substance abuse programs, domestic violence services, Planned Parenthood, school-based staff, employment opportunities, parental assistance and other gang prevention services throughout the City of San Jose.

Program and Staff Opportunities for Improvement

Program staff indicated a desire to increase their professional development in the areas of drug/alcohol dependency, anger management and grief to enhance their ability to more effectively work with program clients. It is recommended that program staff continue to network with other CBO's and county departments to explore low-cost training opportunities and/or support services.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees' service productivity outcomes and survey sample size.

(CIPY Survey)

50% My success at school (job/training) is better:
78% My understanding of who I am and what I can do is better:
64% My ability to communicate is better:
50% My ability to learn new things is better:
67% My ability to connect with adults is better:
83% My ability to work with others is better:
75% My ability to stay safe is better:
75% I can identify my anger and express it in a non-violent way better:
73% I treat other people's property better:
58% I engage in healthy and constructive behaviors more:
58% I respect others who are different from me more:
83% I am making the right choices, such as avoiding drugs and violence more:
67% I am resisting peer pressure more:
83% My ability to control my behavior is better:
75% My ability to ask for help when I'm stuck is better:
83% My positive expectations of myself increased:
83% My participation in positive activities increased:

(TCMSS Survey)

80% My success at school (job/training) is better:
84% My understanding of who I am and what I can do is better:
84% My ability to communicate is better:
80% My ability to learn new things is better:
84% My ability to connect with adults is better:
69% My ability to work with others is better:
71% My ability to stay safe is better:
58% I can identify my anger and express it in a non-violent way better:
50% I treat other people's property better:
75% I engage in healthy and constructive behaviors more:
82% I respect others who are different from me more:
84% I am making responsible choices more:
92% I am setting goals for my future more:
78% My attendance at school is better:
92% My commitment to staying in school and going on to high school increased:
84% My motivation to attend classes on time every time increased:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	BEST Evaluation Questions	Alum Rock Counseling Center Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals
EFFORT	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		
			\$236,282	\$51,356	\$287,638	22%		
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent	Yes
			\$236,282	\$51,356	\$287,638	100%	100%	
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes
			4.1	5.2	15.8	0%	100%	
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes, 1% of customers were Native Americans
			161	56%	44%	Low Asset = High Risk		
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)	
			0%	0%	26%	74%	0%	
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial	
			0%	1%	95%	3%	0%	
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned	
			52%	23%	14%	9%	2%	
	Strategies	What service strategies did we conduct? (Note: Percentage of hours of service delivered.)	Personal Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes
			0%	0%	0%	26%	0%	
			Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services	
			74%	0%	0%	0%	0%	
	Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	Yes
			5,127	6,769	132%	42	97%	
	Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes
			\$34.91	\$42.49	\$1,468	\$1,787	1.4	
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Staff-rated Youth Participation in Services (% High or Highest)	No, youth customer satisfaction < 80% while parents reported an 82% customer satisfaction
			78%		82%		52%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	Yes, Service Productivity >70%
			Asset Development changes		79%	79%		
			Social/Respect changes		72%	75%	60%	
			Agency Selected changes		88%	84%	82%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	Yes, Quality Score > 1
			2.6 4.4		Increase	Low	667	
	Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size
			119	89	55	116	379	

Performance Summary

Alum Rock Counseling Center delivered 132% of its contracted services during Cycle 19. ARCC achieved fell slightly short of achieving the youth customer satisfaction goal of 80% with youth participants reporting a 78% customer satisfaction and their parents reporting 80%. The grantee was successful in meeting all three service productivity goals of 70% for asset development, social/respect and program-specific productivity with youth reporting 79%, 72% and 88%, respectively. The program continues to maintain an excellent service quality score of 4.4. The evaluation team will work with grantee to increase the reliability of their surveys. The grantee achieved a Service Performance Index score of 667, signifying a good overall performance.

Success Stories

Jennifer, a 16-year old junior, was referred to ARCC by the school at the request of her mother, who was seeking help and support for her daughter. Jennifer had always been a stellar student and well behaved at home. Her mother noticed she was sleeping a lot, had stopped going to soccer practice, and was constantly fighting with her. Jennifer's academics also suffered, even though she was at school everyday, she was not completing her schoolwork or homework. Her school counselor was also concerned about her because he noticed she was distancing herself from school activities and friends.

Jennifer's first initial contact with the ARCC counselor was rocky. At the initial meeting, she disclosed to the counselor she had been using ecstasy and was coming down from the effects. Her attitude towards school was indifferent and she expressed frustration with family. Jennifer felt she no longer wanted to be around people because they did not understand her and she had given up on herself and her goals. She also felt she had control of her drug use because she felt she had done enough research to understand the side effects. Jennifer had a hard time maintaining eye contact when conversing with others. When Jennifer would answer questions her attitude was negative and uncaring.

Jennifer began to change when she started to hear the other students' stories and feelings. Jennifer no longer felt alone; she started to open up to the counselor seeking help. Jennifer also took on a leadership role with in the group; she was concerned about the other students and how to get them through their feelings. Jennifer then began looking at herself and took ownership of her negative behavior. Jennifer realized she was unhappy and wanted to work on fixing her relationships with her mother, school, and friends.

Jennifer took the time to reconnect with people she wanted in her life such as her mother and old friends. She returned to sports and began training on her own because she wanted to show her coach she was making a change. Jennifer stopped using drugs and realized it was making her feel depressed and she would make decisions that were not good for her. Jennifer has gained self confidence and happiness within herself. She is looking forward to applying for college this year. Her attitude towards school is positive and she feels she is going to do very well for herself.

Mary Ann, a 14-year old participant at ARCC, was in 7th grade when she started using and selling ecstasy. In the beginning, Mary Ann would use ecstasy once or twice a month; soon it led to her using ecstasy everyday during and after school. She no longer spent time with her old friends because she established new relationships with people who were using ecstasy. Other things in her life started to change as well, including her relationship with her parents', disciplinary problems at school for being disruptive in class, and declining grades. Her parents felt they lost control of Mary Ann because she was not coming home when told, yelling at them, and stealing money from family members. Towards the end of 7th grade, Mary Ann was caught by the school for being under the influence and possession of a controlled substance on school grounds.

Mary Ann was devastated because she was embarrassed that her family found out she was using drugs. Mary Ann was placed on probation since it was her first offense. In the beginning she struggled with following the rules, she kept trying to find ways to get around them. It was difficult for Mary Ann to not use ecstasy because she liked how it made her feel. Mary Ann's parents did not give up on her, it was important to them for her to follow her probation. Her parents established new rules at the home and disciplinary actions. As time went on Mary Ann reconnected with her old friends and stopped communication with her new friends. Mary Ann regained a sense of freedom and confidence along with being able to think clearly. She started participating in class and completing her homework assignments. This made Mary Ann feel good plus her teachers noticed her efforts and started offering her help. When Mary Ann received her report card she started to cry with joy because she was passing all of her classes.

Mary Ann's relationship with her parents has slowly improved. The most difficult hurdle for Mary Ann was rebuilding her parents' trust and belief in her. Mary Ann learned to communicate with her mother; she felt better about it because she now has someone to talk to. Mary Ann is no longer scared to tell her mother what is on her mind because she knows her mother will support her. It has been an uphill struggle with developing a relationship with her father because she knows he was disappointed in her. At first, Mary Ann ignored her father though she knew she did not want it to stay that way. Mary Ann began reaching out to her father by trying to talk or spend time with him. At first, her father rejected her efforts but as time went on he began reaching out to her. When her father became open to her, Mary Ann was happy and continued to reach out to her him.

Mary Ann is now happy and proud of the changes she has made. By building her self-confidence, Mary Ann has shown success in school and at home. She completed all her requirements for probation in March of 2010. Mary Ann looks forward to high school; something she never thought she would attend. She is ready to use the skills she has learned to better her life.

Asian American Recovery Services

Asian American Recovery Services (AARS), Inc. was established in 1985 by the community-wide, grassroots efforts of the Asian American Substance Abuse Task Force, in response to rising substance abuse rates among San Francisco's Asian and Pacific Islander population. Created as a culturally responsive alternative to existing treatment programs that offered little or no programming specific to Asians with substance abuse problems, Asian American Recovery Services, Inc. continues to adapt and change to meet the rapidly growing and diverse needs of the Asian and Pacific Islander communities in the Bay Area.

The purpose of Asian American Recovery Services, Inc. is to decrease the incidence and impact of substance abuse in the Asian and Pacific Islander communities of the San Francisco Bay Area. To accomplish this goal, Asian American Recovery Services, Inc. develops and provides innovative outreach, treatment, prevention, and research services for its target populations. Because there are multiple causes and effects of substance abuse, Asian American Recovery Services, Inc. also engages in ancillary activities to meet its goal.

Project Description

As a BEST grantee, AARS provides education, prevention and intervention services and refers youth (special emphasis on Asian and Pacific Islander youth) to treatment services to reduce delinquent behavior associated with at-risk substance abuse, delinquency and gang activity. Their services target high school youth, ages 13-18, that are at-risk of substance abuse or exhibit delinquent and gang-related behaviors. Youth referrals are received through multiple outlets such as self-referrals, friends, family, school personnel, probation, and Santa Clara County Department of Alcohol and Drug Services.

Asian American Recovery Services provides educational presentations to various classes at Yerba Buena and Independence High School to outreach and inform students and teachers about the impact of substance use, to provide information about new substance abuse drugs and to facilitate appropriate referrals for services. Topics include: substance abuse (tobacco, alcohol and other drugs), healthy alternatives, cultural identity pride and goal setting. AARS also offers educational presentations and/or materials to the community-at-large in San José at various community events such as parenting workshops and resource fairs.

Group counseling is offered weekly to a limited number of youth classified as regular substance users. Participants learn the cause and effects of substance abuse and negative behaviors; identifies and examines his/her pattern of substance abuse; explores alternative behaviors; and develops a plan for change. The purpose of this activity is to prevent, reduce and/or eliminate chronic and habitual substance abuse and associated behaviors. Youth assessed as chronic substance abusers are referred to Project L.U.C.K., an evidenced-based treatment approach for adolescents and families, where more intense services such as individual counseling, family counseling, home visits and drug testing are offered for a minimum of 6 months.

AARS provides monthly clean and sober activities to participants involved in intervention and/or treatment services (group and individual counseling) to help them learn how to spend leisure time without the use of alcohol or other drugs. Friday night social/recreation is held at the agency site (Tully Road office). Activities include barbecues, dance workshops, hip hop workshops, cooking demonstrations, taiko drumming, basketball, and field trips to San Francisco.

Lastly, a day-long young women's Sister to Sister leadership conference is coordinated by AARS for participants and other young women in the community to provide attendees with an opportunity to listen to keynote speakers who focus on positive self-image and empowerment skills for young women.

Location of Services

Yerba Buena High School
1855 Lucretia Avenue
San José, CA 95122

Independence High School
1776 Educational Park Drive
San Jose, CA 95122

Asian American Recovery Services
Youth Office
1340 Tully Road, Suite 301 / 304
San José, CA 95122
Various community locations

Program and Staff Strengths

AARS staff and interns are trained in substance abuse, gang intervention, child psychology, dual diagnosis (co-occurring disorders), developmental assets, and gender, identity and cultural issues. Program staffs demonstrate time and time again their commitment to delivering the message of possibility to program clients. Due to the number of interns that are provided the opportunity to learn their craft in the fields of social work, psychology and health science at AARS, the agency is able to increase the support that would not otherwise be available to program services. For example, due to support from interns, AARS was able to increase gender specific programming and offer a new program component called, "Girl Talk." Both staff and interns at AARS bring varying interests and skill sets that create a diverse, well-rounded team. Program staffs have, over time, maintained productive working relationships with Probation, school staff, and other community-based organizations. This year alone, new collaboratives have been established with Safe School Campus Initiative (SSCI), Filipino Youth Coalition and Asian American Community Involvement.

Program and Staff Opportunities for Improvement

During FY 2009-10, fifty percent of youth participants identified as Latino. Evaluators recommend that AARS increase their capacity to more effectively work with Latino students and their parents by recruiting Spanish speaking interns and/or staff. Many of the services offered by AARS are delivered at targeted school sites. To this end, it is recommended that program staff and interns make a more concerted effort to reach out to the teachers of student participants to garner their support and increase their understanding of the important work delivered by AARS.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees' service productivity outcomes and survey sample size.

- 72%** My success at school (job/training) is better:
- 90%** My understanding of who I am and what I can do is better:
- 79%** My ability to communicate is better:
- 86%** My ability to learn new things is better:
- 86%** My ability to connect with adults is better:
- 82%** My ability to work with others is better:
- 76%** My ability to stay safe is better:
- 76%** I can identify my anger and express it in a non-violent way better:
- 82%** I treat other people's property better:
- 79%** I engage in healthy and constructive behaviors more:
- 79%** I respect others who are different from me more:
- 76%** I am avoiding taking drugs more:
- 93%** I understand the negative consequences of taking alcohol or drugs better:
- 83%** My knowledge of healthy alternatives to using drugs or alcohol is better:
- 86%** I contribute positively to the activities I participate in more:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System								
Performance Account- ability Model	Logic Model	BEST Evaluation Questions	Asian American Recovery Services Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals
EFFORT	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		
			\$50,000	\$10,000	\$60,000	20%		
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent	Yes
			\$50,000	\$10,000	\$60,000	100%	100%	
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes
			0.73	5.8	15.6	9%	91%	
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes
			131	68%	32%	Low Asset = High Risk		
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)	
			0%	0%	2%	98%	0%	
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial	
			44%	5%	50%	2%	1%	
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned	
			43%	33%	23%	2%	0%	
	Strategies	What service strategies did we conduct? <i>(Note: Percentage of hours of service delivered.)</i>	Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes
			0%	0%	100%	0%	0%	
			Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services	
			0%	0%	0%	0%	0%	
	Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	Yes
			4,410	5,180	117%	40	100%	
	Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes
			\$9.65	\$11.58	\$382	\$458	1.3	
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Staff-rated Youth Participation in Services (% High or Highest)	Yes, Customer Satisfaction > 80%
			86%		90%		79%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	Yes, Service Productivity > 70%
			Asset Development changes		84%			
			Social/Respect changes		81%			
			Agency Selected changes		86%			
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	Yes, Quality Score > 1
			2.8 3.1		Increase	Good		
	Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size
			60	59	7	61	187	

Performance Summary

Asian American Recovery Services delivered 117% of its contracted services during Cycle 19. AARS achieved the customer satisfaction goal of 80% with youth participants reporting an 86% customer satisfaction and their parents reporting 90%. The grantee was successful in meeting all three service productivity goals of 70% for asset development, social/respect and program-specific productivity with youth reporting 84%, 81% and 86%, respectively. The program continues to maintain an excellent service quality score of 3.1 and met the reliability goal of 0.60. The grantee achieved a Service Performance Index score of 687, signifying a good overall performance. Finally, evaluators will work with grantee to increase their parent sample size.

Success Stories

A 12-year old, Hispanic male AARS participant was required to complete a substance abuse program by the Alum Rock Union School District. He was caught on campus with his fellow classmates in possession of an illegal substance and paraphernalia. During the start of program, this participant showed hesitation in disclosing any information about his use and his home/personal life. After a few counseling sessions of rapport building, this participant was able to speak about the hardships of having a mother incarcerated and a father who spent most of his time working and going to school. Through participation in AARS, this student became open to having his father partake in some of his counseling sessions. The family session have helped this student understand support from his father's point of view and has helped his father manage his time better and build a better relationship with his son. This client use to glorify being an only child and reported that he didn't like to hang out with other kids, but the more he attended social recreation, he has shown better leadership roles and has better interaction with other youth. He has also claimed that he no longer needed drugs in life because he has better things to do now.

Yerba Buena High School's Multi-Service Team (MST) referred a 16-year old Vietnamese student to the AARS. He was involved with gangs and drugs and had lost his high school counselor due to budget cuts. The student reported to MST that he was reverting back to his "OLD WAYS" which revolved around abusing drugs and engaging in gang activity. Through several weeks of individual and group counseling, this student found himself returning to living a healthy lifestyle, and he stopped using alcohol and drugs. He also discontinued associating himself with his former peers by engaging in AARS social/recreation and after school groups. Furthermore, he developed patience and is able to conduct himself in an appropriate manner as he has alternatives to releasing his anger.

Bill Wilson Center

The Bill Wilson Center supports and strengthens the community by serving youth and families through counseling, housing, education, and advocacy. Bill Wilson Center serves over 10,000 clients in Santa Clara County annually and is committed to working with the community to ensure that every youth has access to the variety of services needed to grow to be healthy and self-sufficient adults. Through the years, Bill Wilson Center has helped youth make positive changes in their lives. With an emphasis on youth development, all programs focus on building self-confidence and developing personal assets. With these tools, youth can permanently change the direction of their lives.

While the agency is focused on youth, creating a healthy, safe community requires that people in all age groups receive the support they need. For this reason, Bill Wilson Center also offers services for adults and families. Bill Wilson Center opened in 1973 and is named for one of the founders of the organization, a past mayor of the city of Santa Clara.

Project Description

Bill Wilson Center provides a city-wide service delivery system for youth and their families, including prevention and intervention services to high risk and gang-impacted youth ages 11-24 years of age, and shelter (residential) services to at-risk youth ages 11-17, referred by probation, other community-based organizations, self-referrals and through street outreach. The target population of youth are identified as engaging in at-risk or high-risk delinquent behavior such as substance abuse, gang involvement, family members involved in gang life, or are girlfriends (pregnant or parenting) of gang-involved youth from diverse backgrounds and ethnicities.

Service Intervention Plans are developed for each youth enrolled in the Drop-In Center and Youth Shelter. Services at both sites consist of case management, weekly support groups, individual and family therapy, substance abuse counseling, educational services, as well as pro-social skill development in a safe and welcoming environment for youth clients. Staff provides structured asset and skill building workshops for youth clients focusing on leadership development, conflict resolution, independent living skills, planning and decision making and positive identity. Staff assists and supports youth clients to access needed medical, educational, social, prevocational, vocational, rehabilitative or other community services.

Twenty-four hour care is available for youth at the Bill Wilson House and the Runaway, Homeless Youth Shelter, a milieu therapy setting. As part of case management and family counseling, immediate shelter or a "cooling down" period is available for clients to work through their issues and to provide a physical separation from gang culture. Bill Wilson also provides parent support groups for parents and families of youth who are identified as being vulnerable to academic failure, gang involvement, substance abuse, and other behavioral and emotional problems. Staff assists parents to improve the educational home and school environment of the youth, support parents of youth who have or are at risk of dropping out of school, and teach parents how to help their children avoid negative influences such as gangs and drugs.

Location of Services

Runaway & Homeless Youth Drop-in Center
693 S. 2nd Street
San José, CA 95112

Runaway & Homeless Youth Shelter
3490 The Alameda
Santa Clara, CA 95050

Program and Staff Strengths

Bill Wilson Center is commended for the staff development services they seek for their staff and interns. For example, all Case Managers have been certified to provide a CAFAS (Child & Adolescent Functioning Assessment Scale) to each youth client to measure change in all life domains. In an effort to ensure that the needs of youth participants are met, Bill Wilson Center expanded the capacity of their shelters to North and South County through the use of host homes, or certified foster parents. This allows youth to remain closer to their family and continue enrollment in their home school district.

Program and Staff Opportunities for Improvement

Staff at Bill Wilson Center has identified the need for more focused training on mental health topics that will enhance their work with clients.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees’ service productivity outcomes and survey sample size.

- 64%** My success at school (job/training) is better:
- 88%** My understanding of who I am and what I can do is better:
- 93%** My ability to communicate is better:
- 88%** My ability to learn new things is better:
- 88%** My ability to connect with adults is better:
- 94%** My ability to work with others is better:
- 89%** My ability to stay safe is better:
- 76%** I can identify my anger and express it in a non-violent way better:
- 76%** I treat other people’s property better:
- 76%** I engage in healthy and constructive behaviors more:
- 91%** I respect others who are different from me more:
- 93%** My ability to avoid negative or harmful situations is better:
- 88%** My knowledge about key health issues, including HIV, pregnancy prevention, and STDs, is better:
- 68%** I can resolve conflicts better:
- 87%** My ability to problem-solve is better:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System								
Performance Account-ability Model	Logic Model	BEST Evaluation Questions	Bill Wilson Center Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals
EFFORT	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		Yes
		\$97,450	\$19,490	\$116,940	20%			
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent	Yes
		\$97,450	\$19,490	\$116,940	100%	100%		
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes
		1.5	9.5	15.2	63%	38%		
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes, 1% of customers were Native Americans
			151	56%	44%	Medium Asset = At Risk		
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)	
			0%	0%	17%	62%	21%	
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial	
			3%	10%	75%	10%	1%	
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned	
	Strategies	What service strategies did we conduct? (Note: Percentage of hours of service delivered.)	Personal Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes
			86%	0%	0%	0%	0%	
			Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services	
			0%	0%	0%	0%	14%	
	Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	Yes
		5,430	6,033	111%	40	80%		
	Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes
\$16.15		\$19.38	\$645	\$774	8.1			
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Staff-rated Youth Participation in Services (% High or Highest)	Yes, Customer Satisfaction > 80%
			90%		87%		78%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	Yes, Service Productivity > 70%
			Asset Development changes		89%	91%	85%	
			Social/Respect changes		87%	90%	85%	
			Agency Selected changes		83%	75%	94%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	Yes, Quality Score > 1
			3.8 3.1		Decrease	Low	745	
	Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size
			130	136	41	128	435	

Performance Summary

Bill Wilson Center delivered 111% of its contracted services during Cycle 19. BWC achieved the customer satisfaction goal of 80% with youth participants reporting a 90% customer satisfaction and their parents reporting 87%. The grantee was successful in meeting the service productivity goal of 70% for asset development, social/respect and program-specific productivity with youth reporting 89%, 87% and 83%, respectively. The program continues to maintain an excellent service quality score of 3.1. Evaluators will work with grantee to increase their reliability of survey questions. The grantee achieved a Service Performance Index score of 745, signifying a great overall performance.


Success Stories

In October of 2009, a 15-year-old male was brought to the Bill Wilson Center by San Jose Police officers. Officers were responding to a domestic dispute between the 15-year-old and his father. Upon arrival at Bill Wilson, the youth reported that he had gang associations with neighborhood Sureño members. While meeting with his individual counselor, the youth expressed his desire to decrease and/or eliminate his gang involvement because of the negative impact it was having on his relationship with his family. In the beginning, this youth struggled to set aside his gang loyalties. But after a full week of participation in the programming, this youth began to focus during the group sessions. He displayed a talent for art and verbally expressed a love for the creative expressions group, where he could utilize his talents. Through individual counseling this youth was positively reinforced to use this talent as a self-soothing technique. Through family counseling, the father was encouraged to positively reinforce his son's artistic talent. After two very positive family therapy sessions, the youth agreed to turn in all of his gang-associated clothing and committed himself to focusing on activities that he excelled in such as art and sports. This decision reignited the bond between father and son and allowed for the youth's safe and appropriate return home with his father. This youth continues to participate as a member of his high school football team. He reports that he has little time to spend with the gang-affiliated friends that he spent time with in the beginning of the school year, because when he is not engaged in football he is working on his drawing skills.

A 17-year-old female walked into our program in late April 2010 and explained to our staff that she had been asked to leave her house because of ongoing conflict in the home. When staff members contacted her guardian, this information was confirmed and the guardian went on to explain that the youth was not allowed back at home until she separated herself from gang life and all the behaviors that come with it. Upon entering the program, the youth agreed to turn in all of her gang-affiliated clothing, but during her first two weeks in the program she struggled to keep from using gang-related speech, and she also engaged in gang-related tagging in the facility. However, the youth did attend all of the groups and participated fully in the structured programming. She found it hard to convince her guardian to trust her and struggled through some very tough family therapy sessions. Finally, with the help of her case manager, she found out about the Grizzly Youth Academy. The youth instantly felt hopeful about her future. She read all of the literature about the program and felt she could be very successful. So with the help of her primary counselors and her therapist, the youth began the enrollment process. While completing all of the enrollment obligations, this youth received a lot of support and counseling centered around being successful as an individual. She finished the BWC program on the highest level and transformed herself into a leader and a role model. Her guardian took her back home where she is remaining free of gang life and she will leave for Grizzly Youth Academy the last week of June, where she has been informed that she will be able to obtain her high school diploma.

A 12-year-old female was referred to the Bill Wilson Center shelter program by the Santa Clara County probation. She was placed on an ankle monitoring GPS system because the youth was known for running away from home for days at a time. She was frequently associated with Norteño gang members and abusing drugs and alcohol. During her first two weeks, this youth had a hard time stabilizing in the program and attempted to run away numerous times. We were able to convince probation to allow us to execute our "no fail" policy, where we continue to give youth opportunities to succeed. This proved to be the formula for success for this youth. She recognized that our program and staff were not going to give up on her and she began to work hard to comply with the program. She attended groups and participated to the best of her ability. The youth built strong relationships with her primary staff and slowly worked herself up to the highest behavioral level. She still struggled to manage her anger, but she stopped running away and remained drug and alcohol-free for over two months. This youth successfully transitioned back home with her grandparents. She is still very much connected to our program and has even caught herself going down the wrong path and contacted our program and requested to come back. She re-stabilized and again discharged safely to her family. She remains in our aftercare program and leans on our programming when needed. Her struggle is not over, but she has confidence in her ability to succeed and the extended support system that she never had before, so she has a fighting chance to overcome all of her challenges.


California Community Partners for Youth

For the past 10 years CCPY, a community based non-profit mentoring program, has provided youth intervention/prevention and direct mentoring to assist at-risk middle and high school teens, operating on the campuses of some of east San Jose's most challenged high schools and middle schools.  The CCPY - Youth at Risk curriculum and cornerstones have been successfully implemented throughout the world over the last 25 years. At the heart of CCPY are proven guidelines that provide youth, staff, and mentors with a safe, trust-based and respectful environment in which to assist youth to see: that they are capable and valuable; that they do have the ability to have a future worth working for; and that the choices they make and the role of education is key to achieving their inspiring goals.

Project Description

The program is currently comprised of three parts, each spanning a full school year; Step Up to Brighter Futures, Step Ahead-Creating Brighter Futures, and Alcanzar/Leaders in Action. Youth and volunteers beyond high school participate in our Step-Beyond Living Brighter Futures. CCPY strives to break the often inevitable cycle of poverty, crime, drugs, and hopelessness that directly influences academic failure through intervention and mentoring, and has succeeded in keeping 90% of Step Up participants in school.

CCPY transforms high-risk, under-performing, and low-income middle school and high school youth from San José who are in danger of not completing high school. Youth come from schools where the overall drop-out rate reaches 35% and where the drop-out rate for Latino youth is over 50%. Students live in neighborhoods where crime, drugs, and gang-related activities as well as gang recruitment are a strong influence.

Most of these youth do not have positive role models of how to be in relationships, how to manage finances, and how to handle and express emotions and frustrations in a non-violent/destructive manner. CCPY demonstrates to the youth that these and many other things are possible, and available to them, and give them tools to make positive choices, promoting the health and well-being of themselves and their families. CCPY also provides youth with opportunities to be safe, have fun and explore much of the world they have not yet experienced .

This year, CCPY in collaboration with East Side Union High School District, provided support services to select students identified as at-risk of school failure.

Location of Services

Yerba Buena High School
1855 Lucretia Avenue
San José, CA 95122

Overfelt High School
1835 Cunningham Avenue
San José, CA 95122

Program and Staff Strengths

The mentoring program is multi-dimensional, culturally proficient, and has a proven historical track record of serving youth in East San José. The services delivered to youth customers are highly structured and are based on a nationally recognized curriculum that has been proven effective over the last decade. The program has a dedicated and talented staff that builds long-term relationships with their youth customers over time. The staffs demonstrate and model strong teamwork and are excellent role models and coaches to the youth, assisting them to build leadership and academic skills necessary to succeed in school. Youth overtime continue to learn to excel and continually raise their expectations for growth and future goals. The use of service learning strategies continues to be a strength of the program. The mentors and the structure of how the program uses mentors is a model for other programs to review. The mentors are effective and are efficiently used to build on the youth customers' assets. The program continues to exceed all the performance goals set by the BEST Evaluation System and received a high Service Performance Index (SPI) score of 884 up from 819 last year. The program demonstrated a high level of service quality and consistency in delivering their curriculum and producing desired changes in their youth customers.

Program and Staff Opportunities for Improvement

The programs success suggests that the program should continue to expand their fund development to raise additional funds to serve additional youth. The program is commended for its involvement in the Santa Clara County Mental Health Department Truancy and School Engagement Project this year. CCYPY curriculum and services are needed in all our high schools and middle schools. The program should continue disseminating their successful practices to other mentoring and youth service organization and continue to work with school districts to find ways to fund these services. The success the program is having in being youth driven, assisting youth to take responsibility, and keeping their agreements are important life skills. The program should continue to explore methods to do long term tracking of youth who have been in the program to look at the impact and result of the program over time.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees' service productivity outcomes and survey sample size.

- 96%** My success at school (job/training) is better:
- 96%** My understanding of who I am and what I can do is better:
- 96%** My ability to communicate is better:
- 96%** My ability to learn new things is better:
- 96%** My ability to connect with adults is better:
- 93%** My ability to work with others is better:
- 89%** My ability to stay safe is better:
- 96%** I can identify my anger and express it in a non-violent way better:
- 65%** I treat other people's property better:
- 93%** I engage in healthy and constructive behaviors more:
- 96%** I respect others who are different from me more:
- 100%** I accept support from others more:
- 96%** I can develop trust with others more:
- 100%** I set goals for myself more:
- 93%** My ability to give back to the community is better:
- 96%** I understand the results of my actions better:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System									
Performance Account-ability Model	Logic Model	BEST Evaluation Questions	California Community Partnership for Youth Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals	
EFFORT	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		Yes	
			\$60,000	\$12,000	\$72,000	20%			
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent		Yes
	\$60,000		\$12,000	\$72,000	100%	100%			
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes	
			2.42	7.5	15.1	35%	65%		
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes	
			127	37%	63%	Low Asset = High Risk			
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)		
			0%	0%	24%	76%	0%		
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial		
			5%	0%	95%	0%	0%		
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned		
			17%	33%	50%	0%	0%		
	Strategies	What service strategies did we conduct? (Note: Percentage of hours of service delivered.)	Personal Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes	
			77%	0%	0%	0%	0%		
			Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services		
			0%	0%	0%	0%	23%		
	Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	Yes	
			8,928	16,991	190%	134	89%		
	Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes	
			\$3.53	\$4.24	\$472	\$567	10.0		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)			Average Satisfaction of Parents of Youth (0-100% on 4 items)		Staff-rated Youth Participation in Services (% High or Highest)	Yes, Customer Satisfaction > 80%
			94%			91%		68%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	Yes, Service Productivity > 70%	
			Asset Development changes		95%	86%			
			Social/Respect changes		89%	85%	93%		
			Agency Selected changes		97%	98%	99%		
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	Yes, Quality Score > 1	
			5.9 8.1		Increase	Good	884		
	Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size	
			64	67	42	69	242		

Performance Summary

California Community Partners for Youth delivered 190% of its contracted services during Cycle 19. It is highly recommended that the grantee improve their program planning to ensure their actual hours of service at the end of the year are more closely aligned with their projections. CCPY achieved the customer satisfaction goal of 80% with youth participants reporting a 94% customer satisfaction and their parents reporting 91%. The grantee was successful in meeting all three service productivity goals of 70% for asset development, social/respect and program-specific productivity with youth reporting 95%, 89% and 97%, respectively. The program continues to maintain an excellent service quality score of 8.1 and met the reliability goal of 0.60. The grantee achieved a Service Performance Index score of 884, signifying a great overall performance.

Success Stories

A CCPY male participant, upon entrance into the program, demonstrated little interest in school. His lack of interest in school prohibited him from believing college was a possibility. He started to become involved with gangs and commit crimes. Through his participation in CCPY activities, he's expressed a desire to go to college or serve in the military. Although he hasn't been active in the leadership program for a long time, he still comes into the Drop-In Center once a week to check in and hang out. He also helps at certain events when needed. In a short time, this young man has matured tremendously. He has changed his mind about his future plans and has found skate-boarding as a positive alternative to anti-social behaviors.

A CCPY male participant started off the year believing that he did not have to worry about the future. He decided to start off the year by avoiding classes and avoiding the fact that he had to follow the rules of society. After asking staff repeatedly why we would never give up on him time after time, he gave up asking and decided to accept that staff would always support him. It has taken several months, but this participant recently had a breakthrough and realized that he was only hurting himself and his family. He has apologized to staff and has now started attending school on a daily basis, reduced his alcohol and drug consumption and has been receiving tutoring during after school hours at CCPY.

A female CCPY participant was raised without a father and has lived in neighborhoods where gangs and violence are the norm. As a returning student, she has not only made a huge change in her life by becoming more emotionally stable, but by making the decision that she will break the cycle and achieve her goals. She has enrolled at Evergreen Valley College and has started her first semester as a first-generation college student. Recently, she has taken a larger role within the CCPY community, in particular with the Step Ahead youth. She is being trained to support, facilitate, and coordinate events. Although she still endures the challenges in her life, she has become a great example to other youth by demonstrating that through determination and goal setting, anything is possible.

California Youth Outreach

California Youth Outreach (CYO) was established a quarter of a century ago under the name, Breakout Prison Outreach to provide support and give hope to youth victimized by drug abuse, violence and gang lifestyles. Program staff are dedicated to reaching out to all gang impacted youth, families, and their communities with education services, intervention programs, and resource opportunities that support a healthy and positive lifestyle for current and future generations.

Project Description

A primary strength of CYO's model is their outreach efforts that enable program staff to become acquainted with youth, build rapport and inform them of available community resources/services and make referrals as appropriate. CYO's goals are to reduce gang involvement and criminal behavior in youth 13-20 years old through a variety of proven strategies, including:

- Street outreach to youth and provide client emergency/crisis intervention, case management, conflict mediation and alternative social and recreational activities.
- Creating alternatives for youth that have been denied or have exhausted all other resources due to gang affiliations
- Case management services to reduce gang involvement and re-arrest rates, and assist youth to transition to a more socially productive and crime-free lifestyle
- Personal development services such as life skills training inside Juvenile Hall
- Care and support services to youth who are trying to transition out of gang lifestyles
- Aftercare and re-entry services to formerly incarcerated youth
- Leadership development services such as mentoring and recreation activities
- Youth, parent & community education programs regarding the dangers of gang lifestyles
- Intelligence sharing, cooperation and support with local law enforcement agencies
- Gang awareness trainings and capacity building workshops for juvenile justice practitioners and stakeholders
- Mediation services to defuse tensions and increase public safety, as requested by members of the MGPTF Technical Team, BEST and the City SSCI. Services are offered at Santa Clara County's Juvenile Hall and Ranches as appropriate and in gang-impacted neighborhoods
- Community/school crisis response within Foothill and Central Divisions in accordance with Safe School Campus Initiative (SSCI) Protocol
- Short-term emergency and crisis intervention including assistance with access to shelters, food, clothing and attainment of identification cards necessary to obtain services. Services may include re-location assistance and/or support for the participants and their family members that have been exposed and/or lost a friend or family member(s) to street violence.
- Alternative Recreation/Social Activities – Prevention, Reduction, Intervention, Diversion and Education (PRIDE) Program to divert youth from gang socialization and values through exposure and participation in pro-social recreational and social activities in different environments so they can learn how to use their leisure time in a safe and more pro-social manner.

Location of Services

California Youth Outreach Facility:
224 N. 27th Street,
San Jose, CA 95116

Peter Burnett Academy Middle School
850 N. Second Street
San Jose, CA 95112

Caroline Davis Middle School
5035 Edenview Drive
San Jose, CA 95111

Herman Middle School
5955 Blossom Avenue
San Jose, CA 95123

Alum Rock Youth Center
137 N. White Rd
San Jose, CA 95127

San Jose Academy
275 N. 24th Street
San Jose, CA 95116

Oak Grove High School
Blossom Hill Road,
San Jose, CA

Santa Teresa High School
6150 Snell Drive
San Jose, CA 95123

Central, Foothill, Southern and Western Division Service Areas;
Community Hot Spots

Horton Youth Center
2315 Canoas Garden Road
San Jose, CA 95125

Santa Clara County Probation:
 Santa Clara County Juvenile Hall
 840 Guadalupe Parkway
 San Jose, CA 95110

Muriel Wright Ranch
 298 Bernal Road
 San Jose, CA, 95119

Santa Clara County Boys Ranch:
 James Ranch
 19050 Malaguerra Avenue
 Morgan Hill, CA. 95037

Program and Staff Strengths

The staff is comprised of an experienced team of intervention workers that speak the various languages of the populations that they serve. The program staff serves as caring, supportive adults who approach serving their youth customers in a non-judgmental, non-threatening environment that places emphasis on personal responsibility and accountability. The intervention team has a detailed knowledge of the family histories and personal backgrounds of the youth participants, which is the result of building trust-based relationships over time. The involvement of program staff in school-based, community, crisis response, and capacity building activities is leveraged to identify and incorporate best practices particularly during staff and parent trainings that are offered. The program incorporates different approaches to connect with youth participants through pro-social activities including leadership development, recreation, and field trips.

Program and Staff Opportunities for Improvement

Staff development opportunities pertaining to the use of technology in record keeping, office productivity, as well as curriculum development and delivery may increase the efficiency of the daily workflow. The strength of program staff is their ability to build trusting relationships with youth and to assist youth to make positive decisions to avoid the many risks they face. Staff should find a way to use technology to allow them more time to spend working with their youth customers. Providing age-appropriate recreational activities for the siblings that accompany youth clients may increase or promote the development of pro-social skills for both clients and siblings.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees’ service productivity outcomes and survey sample size.

(Adjudicated Case Management Survey)

- 76%** My success at school (job/training) is better:
- 66%** My understanding of who I am and what I can do is better:
- 55%** My ability to communicate is better:
- 66%** My ability to learn new things is better:
- 66%** My ability to connect with adults is better:
- 66%** My ability to work with others is better:
- 90%** My ability to stay safe is better:
- 66%** I can identify my anger and express it in a non-violent way better:
- 42%** I treat other people’s property better:
- 79%** I engage in healthy and constructive behaviors more:
- 79%** I respect others who are different from me more:
- 86%** I am accomplishing my personal services goals more:
- 83%** My knowledge of other resources in the community is better:
- 100%** I understand the consequences of breaking the law better:
- 93%** I am meeting the conditions of my probation better:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System								
Performance Account-ability Model	Logic Model	BEST Evaluation Questions	California Youth Outreach Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals
EFFORT	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		
			\$583,000	\$172,692	\$755,692	30%		
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent	Yes
			\$583,000	\$177,048	\$760,048	100%	101%	
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes
			12.5	15.3	13.2	63%	37%	
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes
			1,723	76%	24%	Low Asset = High Risk		
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)	
			0%	0%	16%	81%	2%	
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial	
			5%	6%	84%	5%	1%	
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned	
			1%	43%	40%	15%	0%	
	Strategies	What service strategies did we conduct? (Note: Percentage of hours of service delivered.)	Personal Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes
			13%	38%	0%	6%	0%	
			Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services	
			9%	0%	0%	5%	29%	
	Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	Yes
			43,092	76,801	178%	45	87%	
	Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes
			\$7.59	\$9.90	\$338	\$439	1.7	
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?			Average Satisfaction of Parents of Youth (0-100% on 4 items)		Staff-rated Youth Participation in Services (% High or Highest)	Yes, Customer Satisfaction > 80%
			Average Satisfaction of Youth (0-100% on 4 items)					
			84%		89%		57%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	Yes, for Agency Selected Service Productivity > 70% No, for Other Service Productivity
			Asset Development changes		69%	80%		
			Social/Respect changes		66%	82%	81%	
			Agency Selected changes		70%	87%	94%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	Yes, Quality Score > 1
			1.9 1.9		Level	Good	689	
	Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size
413			377	94	371	1,255		

Performance Summary

California Youth Outreach delivered 178% of its contracted services during Cycle 19. It is highly recommended that the grantee improve their program planning to ensure their actual hours of service at the end of the year are more closely aligned with their projections. CYO achieved the customer satisfaction goal of 80% with youth participants reporting an 84% customer satisfaction and their parents reporting an 89%. The grantee was successful in meeting the service productivity goal of 70% for program-specific productivity with youth reporting 70%. Asset development and social/respect service productivity fell short of the 70% goal with a score of 69% and 66%, respectively. The program continues to maintain a good service quality score of 2.0 and met the reliability goal of 0.60. The grantee achieved a Service Performance Index score of 689, signifying a good overall performance.

Success Stories

For some of the youth that walk through the doors at CYO, it is a challenge to get them to participate in social activities. However, when they finally participate, they show no signs of regrets. For example, early summer of 2010, CYO and City of San Jose staff collaborated to take youth participants ice-skating. Some of the youth participants are very active in the gang lifestyle and the last thing they thought about doing was ice-skating, especially during the summer. Their attitude was that ice-skating was not really for them, especially because some of them considered themselves gangsters and gangsters don't ice skate. Regardless of their mindset, they needed exposure to new experiences outside the neighborhood. They spent four hours ice-skating and despite their initial resistance, they had a great time. The participants had a chance to be youthful and learn how to be around other people, regardless of their gang affiliation or non-gang affiliation. They learned that their fun and new experience was much more important than worrying about who was looking at them and what hood they were from. Some of the youth expressed the desire to return and their little brothers and sisters.

California Youth Outreach was able to provide intervention services to two brothers, ages 12 and 13, respectively who attended Peter Burnett Middle School. The youngest brother was attracted to the gang lifestyle, and although he was not affiliated, he glamorized it. Between the two brothers, they had 9 suspensions during the school year. CYO worked with the family closely and by the request of the mother. The intervention went smoothly due to the cooperation of the family, the school, and the youth. The 12 year-old was able to get into Pop Warner football. His goal is to one day play professional football. The older brother had some struggles, but wants to try hard and set some goals of his own.

Catholic Charities of Santa Clara County

Catholic Charities of Santa Clara County (CCSCC) serves and advocates for families and individuals in need, especially those living in poverty. Rooted in gospel values, Catholic Charities works to create a more just and compassionate community in which people of all cultures and beliefs can participate. For over 50 years, Catholic Charities of Santa Clara County has changed lives for good by helping strengthen families and building economic self-sufficiency. Each year, Catholic Charities serves 327,000 poor and vulnerable individuals of all cultures and beliefs through a broad base of programs including housing services, job skills training and placement, older adult services, mental health and substance abuse counseling, financial education, immigration, refugee resettlement, and children and youth services and education.

Project Description

Catholic Charities Youth Empowering Success (YES) Program uses an integrated case management service approach that combines gang intervention, cultural enrichment, social and leadership development, recreation, field trips, counseling support services for youth, ages 11-17, and their families as well as age and culturally-appropriate support groups to respond to the needs of the community.

The individual counseling offered through the YES Program are designed to facilitate the positive growth and development of youth identified by schools, multi service teams and outside referrals as requiring more intensive services. Youth learn problem solving, communication and anger management skills to mitigate some of the difficulties in their family and peer groups. Specialized assistance in areas such as educational attendance, participation and success, career/vocational planning, legal advocacy, communication skills, family relationship development, interpretation and access services, and positive social competencies are also offered to youth clients.

Age-appropriate support groups for gang-prone youth in and out of high school are facilitated to help youth develop positive peer support networks that are essential for making and maintaining positive changes in their lives. Through the support groups, youth develop improved stress and anger management and problem solving skills that will enable them to face many challenges in the future without needing to resort to or return to their street lifestyles including gang involvement, criminal activities, substance abuse, and other negative behavior. Youth also participate in community service projects designed to help them learn and develop through active participation in thoughtfully organized service experiences. Projects are selected to fulfill actual community needs and help to foster the development of a sense of caring for others.

Catholic Charities provides gang mediation and intervention services to intervene with street gangs, volatile situations, and gang violence. Services are designed to divert gang-involved individuals to services that will assist them to disassociate themselves from the gang lifestyle. The goals for the mediation/intervention response services are to ensure the participants will have cognitive transformations that will lead them towards a more positive lifestyle.

The truancy case management component provides specialized services to habitual truant youth, ages 12 – 17, and their families. As part of the truancy services, Catholic Charities has worked closely with their target school sites to organize support groups using peer support to encourage youth to attend and continue in school. Transition services and referrals for specialized services such as family relationship development, career/vocational planning and positive social competencies are explored with youth clients. Truancy case worker(s) check school attendance records to confirm “habitual truant” status of youth referred to their program. CCSCC case managers also work closely with the TABS officer(s) at the TABS Center to ensure the continuity of the truancy program and the coordination of participating youth.

Gang mediation and intervention services are offered to address potentially volatile gang-related situations in both the Southern and Western Divisions as requested by the Mayor’s Gang Prevention Task Force. Additionally, program staff offers community gang awareness trainings and capacity-building workshops on topics such as: how to identify gang members, gangs and the law, why youth join a gang, gang behaviors, and gangs in Santa Clara County. Presentations focus on prevention activities that youth-serving agencies and the community-at-large can promote to reduce gang membership.

Catholic Charities provides recreational services via a late night program targeting high school aged high-risk/gang impacted youth and adults in the Western and Southern Division. In collaboration with Firehouse Community Development Corporation, youth and adults are recruited who are not currently participating in programs, and as a result, are congregating out in the open, exposing themselves to gang violence and involvement.

Location of Services

Del Mar High School
1224 Del Mar Avenue
San Jose, CA 95128

James Lick High School
57 N. White Road
San Jose, CA 95127

Andrew Hill High School
3200 Senter Road
San Jose, CA 95111

Silver Creek High School
3434 Silver Creek Road
San Jose, CA 95121

Overfelt High School
1835 Cunningham Avenue
San Jose, CA 95122

Fischer Middle School
1720 Hopkins Drive
San Jose, CA 95112

Sylvandale Middle School
653 Sylvandale Avenue
San Jose, CA 95111

West Side Truancy Abatement and Burglary Suppressions (TABS)
2175 Lincoln Avenue #15
San Jose, CA 95125

Washington United Youth Center
921 S. 1st Street
San Jose, CA 95110

East Side Truancy Abatement and Burglary Suppressions (TABS)
680 S. 34th Street
San Jose, CA 95122

Program and Staff Strengths

Catholic Charities program staffs are competent professionals in the field of youth development. They are culturally aware and sensitive to the needs and lived experiences of youth participants and their families. Staffs are commended for the high expectations they have of their clients and of themselves and for the support and guidance they provide their team and their youth participants to ensure that they rise to the expectations established. Youth participants of Catholic Charities are empowered to create good habits in school, their home and their community.

The program framework allows for the clients to discuss relevant issues pertaining to their daily lives and take them as life lessons as well as enhance their critical thinking skills.

Program and Staff Opportunities for Improvement

Staff indicated the need for additional professional development to rejuvenate their creativity and expertise in the field of youth development. To this end, program staff are encouraged to expand their network of professionals through reaching out to other Community Based Organizations and exchanging ideas and cross-training staff.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees’ service productivity outcomes and survey sample size.

- 65%** My success at school (job/training) is better:
- 87%** My understanding of who I am and what I can do is better:
- 76%** My ability to communicate is better:
- 67%** My ability to learn new things is better:
- 62%** My ability to connect with adults is better:
- 71%** My ability to work with others is better:
- 64%** My ability to stay safe is better:
- 55%** I can identify my anger and express it in a non-violent way better:
- 54%** I treat other people’s property better:
- 59%** I engage in healthy and constructive behaviors more:
- 73%** I respect others who are different from me more:
- 74%** I am setting goals for my future more:
- 66%** I am motivated to attend classes regularly more:
- 76%** I make positive choices more:
- 67%** I can express myself to a positive adult/peer better:
- 64%** I identify and resolve my problems better:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System								
Performance Account-ability Model	Logic Model	BEST Evaluation Questions	Catholic Charities of Santa Clara County Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals
E F F O R T	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		
			\$285,000	\$57,534	\$342,534	20%		
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent	Yes
			\$285,000	\$58,250	\$343,250	100%	100%	
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes
			4.88	9.9	15.2	44%	56%	
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes
			516	67%	33%	Low Asset = High Risk		
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)	
			0%	0%	23%	68%	9%	
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial	
			15%	4%	78%	2%	1%	
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned	
	Strategies	What service strategies did we conduct? (Note: Percentage of hours of service delivered.)	Personal Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes
			18%	10%	0%	0%	0%	
			Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services	
	Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	Yes
			26,171	29,006	111%	56	88%	
	Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes
\$9.83			\$11.83	\$552	\$664	1.9		
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Staff-rated Youth Participation in Services (% High or Highest)	Yes, Customer Satisfaction > 80%
			86%		81%		84%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	Yes, Service Productivity for all >70% except for Social Respect Service Productivity
			Asset Development changes		72%	84%		
			Social/Respect changes		63%	86%		
			Agency Selected changes		70%	87%		
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	Yes, Quality Score > 1
			2.0 2.0		Level	Good		
	Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size
		206	206	84	98	594		

Performance Summary

Catholic Charities delivered 111% of its contracted services during Cycle 19. They achieved the customer satisfaction goal of 80% with youth participants reporting an 86% customer satisfaction and their parents reporting an 81%. The grantee was successful in meeting the service productivity goal of 70% for asset development and program-specific productivity with youth reporting 77 and 70%, respectively. The social/respect service productivity fell short of the 70% goal with a score of 63%. The program continues to maintain a good service quality score of 2.0 and met the reliability goal of 0.60. The grantee achieved a Service Performance Index score of 649, signifying a good overall performance.

Success Stories

"Silvia" is a young lady who has been involved in gangs for a few years. She had been expelled from different schools in the county for fighting before entering Silver Creek High School. Catholic Charities began working with her and challenging her to find positive alternatives to the choices she had been making. She started listening to staff and shared that she was not happy with some of the decisions she had made before in her life. She really wanted to change, and she realized she needed to make changes soon, before it would be too late. Her first life change was joining the ROTC Program at Silver Creek High School. She decided to stop wearing gang attire and started to be proud of herself. She is looking forward to graduating high school and now is talking about college.

Center for Training and Careers

The mission of the Center for Training and Careers, Inc. (CTC) is to improve the quality of life for youths and adults. Founded in 1977, CTC's charter is to provide employment and education programs to residents of Santa Clara County. CTC was established to develop and enhance employment opportunities and job placement for the educationally and economically disadvantaged in the regional community. Every year, CTC successfully trains and places hundreds of highly productive employees throughout the Bay Area. This is the direct result of involving business leaders in the development of CTC training programs. CTC also works individually with clients to design programs that prepare trainees for specific positions within their company. By working so closely with industry, CTC has been able to design state-of-the-art, hands-on training environments that enable newly hired graduates to make swift and measurable contributions. This valuable partnership ensures highly skilled, reliable, and--most important--profitable new employees.

Project Description

CTC provides education, prevention and intervention services to out-of-school youth and fifth-year seniors, ages 17-24 referred by school administration, County Probation, community-based organizations, Mayor's Gang Prevention Task Force members and self-referrals. Fifth-year students are defined as students in the fifth-year of high school and out-of-school youth are defined as school dropouts, have low school credits, repeated suspensions or expulsions, at-risk or high-risk delinquent behavior and do not qualify for alternative high schools.

The 21st Century Program is designed for youth who are interested in obtaining a GED. CTC provides youth with life skills and cognitive behavior management. Students in the program are provided the opportunity to receive the tools necessary to transform from a negative, anti-social gang lifestyle to a positive, pro-social way of thinking, free from gang activity, helping them transform into a more valuable member of society.

CTC collaborates with Santa Clara County Office of Education (SCCOE) to coordinate GED proficiency testing. SCCOE will administer GED tests to enrolled students to determine if they are proficient in Literature Arts, Math, Writing, Social Studies and Science. Students participate in school to career workshops including job preparation, career planning, job referrals and job placements. Job placement services are also provided through the Work2Future One Stop.

Location of Services

Center for Training and Careers, Inc.
749 Story Road
San Jose, CA 95122

Program and Staff Strengths

The program assisted 28 youth to “see their future” by completing their GED to graduate from high school with 17 students continuing their post secondary education. The program continues to have dedicated and caring support staff and teachers who provide a loving environment for youth. The support system is very important and the support provided the youth is strengths based and assists them to overcome any obstacles to meeting the goal of passing their GED exams. The staff continues to go above and beyond their basic education mission to assist the youth to solve other problems they face during their enrollment. The staff and program is successful at changing youths’ mindset and attitudes about their expectations for their future. The program was successful in meeting the BEST performance goals.

Program and Staff Opportunities for Improvement

The new location for the program is closer to the transportation to be a lesser problem decreasing “transportation” as a deterrent to non-program participation. The program has an excellent instructor from East Side High School District and CET strives to support our students with several services which assist in their abilities to accomplish their educational goals. This includes instruction, supplemental food giveaways, resource referral for job search, trainings, obtaining housing, and other educational avenues for higher learning, ESL classes and basic skills.

Weekly food bank giveaways help with the families of the students who are struggling financially. Budget pressures continue and CET needs to continue to work with East Side High School District to expand the GED services that are needed by hundreds of students in the community. The CET’s students who move from the GED program into the CET apprenticeship program should continued be tracked and reported. CTC improved their reliability this year. Evaluators will work with the program to improve service productivity results by incorporating cognitive behavior activities into daily activities to assist students to experience and understand the changes in their skill, behavior, and mindsets.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees’ service productivity outcomes and survey sample size.

- 87%** My success at school (job/training) is better:
- 73%** My understanding of who I am and what I can do is better:
- 60%** My ability to communicate is better:
- 87%** My ability to learn new things is better:
- 60%** My ability to connect with adults is better:
- 53%** My ability to work with others is better:
- 43%** My ability to stay safe is better:
- 40%** I can identify my anger and express it in a non-violent way better:
- 29%** I treat other people’s property better:
- 67%** I engage in healthy and constructive behaviors more:
- 67%** I respect others who are different from me more:
- 87%** I am willing to accept help from adults more:
- 87%** I want to accomplish my educational goals more:
- 100%** I understand how to use information for furthering my education/career better:
- 93%** I understand what community services are available to me better:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements

BEST Performance Logic Model Evaluation System							
Performance Account-ability Model	Logic Model	BEST Evaluation Questions	Center for Training and Careers Answers to BEST Evaluation Questions for FY 2009-2010				
EFFORT	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds	
			\$63,000	\$59,779	\$122,779	95%	
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent
			\$56,365	\$59,779	\$116,144	89%	95%
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female
			3.46	3.0	16.5	0%	100%
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets	
			120	63%	38%	Medium Asset = At Risk	
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)
			0%	0%	0%	82%	18%
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial
			3%	2%	86%	5%	3%
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned
			0%	0%	99%	1%	0%
	Strategies	What service strategies did we conduct? (Note: Percentage of hours of service delivered.)	Personal Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services
			0%	0%	0%	0%	0%
			Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services
			0%	100%	0%	0%	0%
	Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services
			16,188	19,778	122%	165	93%
	Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth
			\$2.85	\$5.87	\$470	\$1,023	3.5
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Staff-rated Youth Participation in Services (% High or Highest)
			95%				36%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior
			Asset Development changes		67%	NR	
			Social/Respect changes		55%	NR	75%
			Agency Selected changes		92%	NR	95%
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better
			3.7 4.5		Increase	Good	738
	Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected
			67	39	0	52	158

are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

Performance Summary

Center for Training and Careers delivered 122% of its contracted services during Cycle 19. CTC achieved the customer satisfaction goal of 80% with youth participants reporting a 95% customer satisfaction. The grantee was successful in meeting the service productivity goal of 70% for program-specific productivity with youth reporting a score of 92%. Asset development and social/respect service productivity scores fell short of the 70% goal with a score of 67% and 92%, respectively. The program continues to maintain an excellent service quality score of 4.5 and met the reliability goal of 0.60. The grantee achieved a Service Performance Index score of 738, signifying a good overall performance. Evaluators will continue to work with grantees to increase their survey sample for Cycle 20.

Success Stories

A single parent, who was tough in the gang culture, accomplished getting her GED while a participant at CTC. While completing her community service hours at the CTC facility, her attention to detail and ability to complete tasks was apparent. The more time she spent with CTC youth staff, the more encouragement she received and her confidence improved. She was then hired as a staff person at CTC, and acquired her guard card to work as a security guard. She is doing well and continues working both jobs.

Crosscultural Community Services Center

Through the inter-dynamic, interdependent, evolving matrix of educational services and ethnically focused community support, CCSC strives to build a bridge that reaches out to the disenfranchised, allowing them to cross over into sustainable self-independence within the greater society of Santa Clara County.

Over the years, through the hard work and dedication of the diverse past and present board members, the staff, and many generous friends, Crosscultural Community Services Center has experienced a significant increase in the variety of services offered to the community. Today, the original Silicon Valley “chapter” of Charity Community Services Center exists as its own entity as Crosscultural Community Services Center, and is known for its quality service to the families and children in need in the Silicon Valley.

Project Description

Crosscultural Community Services Center (CCSC) truancy case management services target teens from 7th to 12th grade that show early signs of truant behavior. Early signs of such behavior include 7 to 15 period cuts within a given month. As part of the truancy services, CCSC provides case management services that include initiating contact with each client within five (5) days of referral, individual visits (school visits, home visits or phone check-in) and serving as liaison between the family, the program and other agencies. Truancy case worker(s) check school attendance records to confirm “habitual truant” status of youth referred to their program. CCSC service workers meet with TABS officer(s) at the TABS Center on a monthly basis to ensure continuity of truancy program and the coordination of participating youth.

A comprehensive Service Intervention Plan (SIP) is developed for each youth client enrolled in the program that consists of a projected length of service and a clear, outlined objectives from each participant. Finally, CCSC implements community involvement projects that will allow participants to gain insight into the behavior of a pro-social, productive citizen within their community.

Location of Services

August Boeger Middle School
3434 Marten Ave.
San Jose, CA 95148

Independence High School
1776 Educational Park Dr
San Jose, CA 95133

East Side Truancy Abatement and Burglary Suppressions (TABS)
680 S. 34th Street
San Jose, CA 95122

Program and Staff Strengths

CCSC experienced tremendous change during Cycle 19 of BEST program services. Program staff should be proud of the commitment they demonstrated to improve the academic challenges faced by youth participants during a time of transition within their organization.

Program and Staff Opportunities for Improvement

Staff expressed a desire for more training on family intervention resources and mandated reporting. Program staffs are encouraged to create a home visit system that is accommodating of parent and family schedules so that it encourages more parental involvement. Furthermore, it is recommended that program staff create realistic and attainable program calendars for the year so that they reduce unnecessary changes to the program design due to poor planning. Finally, CCSC is encouraged to network and collaborate with other community based organizations to learn of the various program models and practices utilized to deliver prevention and intervention services to youth in San Jose.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees’ service productivity outcomes and survey sample size.

- 60%** My success at school (job/training) is better:
- 67%** My understanding of who I am and what I can do is better:
- 60%** My ability to communicate is better:
- 80%** My ability to learn new things is better:
- 50%** My ability to connect with adults is better:
- 70%** My ability to work with others is better:
- 70%** My ability to stay safe is better:
- 60%** I can identify my anger and express it in a non-violent way better:
- 40%** I treat other people’s property better:
- 20%** I engage in healthy and constructive behaviors more:
- 80%** I respect others who are different from me more:
- 80%** I attend school more:
- 80%** I expect adults to care about me and help me more:
- 100%** I understand when I need to get help better:
- 89%** My ability to make good choices is better:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System								
Performance Account-ability Model	Logic Model	BEST Evaluation Questions	Crosscultural Community Service Center Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals
EFFORT	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		
			\$63,000	\$23,500	\$86,500	37%		
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent	Yes
			\$62,866	\$23,466	\$86,332	100%	100%	
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes
			2.98	11.0	13.8	50%	50%	
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes
			48	46%	54%	Low Asset = High Risk		
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)	
			0%	0%	44%	56%	0%	
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial	
			13%	9%	62%	11%	6%	
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned	
			79%	19%	2%	0%	0%	
	Strategies	What service strategies did we conduct? <i>(Note: Percentage of hours of service delivered.)</i>	Personal Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes
			0%	0%	0%	0%	0%	
			Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services	
			100%	0%	0%	0%	0%	
	Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	No
			1,170	873	75%	18	100%	
	Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	No
			\$72.01	\$98.89	\$1,310	\$1,802	2.0	
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Staff-rated Youth Participation in Services (% High or Highest)	Yes, Customer Satisfaction > 80%
			81%		83%		0%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	Yes, Agency Selected Service Productivity >70%, No, for Other Service Productivity
			Asset Development changes		66%	64%		
			Social/Respect changes		62%	75%	93%	
			Agency Selected changes		90%	75%	0%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	No, Quality Score <1 No, SPI < 600
			1.6 NV		Increase	NV	327	
	Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Need to increase sample size
			4	16	10	8	38	

Performance Summary

Crosscultural Community Services Center delivered 75% of its contracted services during Cycle 19. CCSC achieved the customer satisfaction goal of 80% with youth participants reporting an 81% customer satisfaction and parents reporting an 83% satisfaction score. The grantee was successful in meeting the service productivity goal of 70% for program-specific productivity with youth reporting a score of 90%. Asset development and social/respect service productivity scores fell short of the 70% goal with a score of 66% and 62%, respectively. CCSC's service quality score and reliability wasn't measurable due to the low sample size. The grantee missed the Service Performance Index score of 600 achieving a score of 327.

Success Stories

A high-risk seventh grade student, on the verge of dropping out of school was referred to CCSC. He and his elderly, grand mother, who is battling cancer, live in a rented room. Their apartment is on the periphery of the school district and the distance has historically prohibited him from walking or taking the bus by himself. Whenever his grandmother has a doctor's appointment and /or chemotherapy, he missed class because he wanted to make sure she was OK driving. After CCSC conducted a home visit, we were able to diagnose this problem. The grandmother was referred to Outreach Transit, and after several conversations with a friend of the grandmother's, an arrangement to have him drive the grandson in the mornings to school was orchestrated. CCSC offered to enroll Samuel at CCSC's tutoring program, as he would be eligible for transportation after school back to his home. In the last three weeks since the home visit, he has not missed a day at school.

A 12-year old, female middle school student was originally referred to CCSC as a truant. She was constantly absent and behind in most of her classes, especially Language Arts. While working with her one on one, it became obvious that her truancy was closely related to her poor academic performance. She had attended a bilingual school since her arrival to the United States at age 6. The intention was that she could keep her first language, Spanish, while learning English. However, the reality was she did not deepen her English reading and writing and was not at the adequate level for her age and grade. Therefore, once she transferred into August Boeger, she faced various academic challenges, which she indicated were a contributing factor of her truant behavior. She was unmotivated and ashamed of her inability to read and write in English and preferred to skip school. CCSC encouraged her to join the six-week summer program and to take advantage of the reading and writing classes. A special summer curriculum was created especially for this young woman. Though six weeks may seem a very short period of time to completely address her issues, she greatly benefited from the techniques and assignments given to her. She confessed that she was feeling less apprehensive about reading in public and more self-assured about her writing. Indeed, the final assignment, a three-page, informative essay, exceeded her expectations and demonstrated significant progress. At the end of the summer program, this student shared with staff that she felt more ready to go back to school and more committed to attend school everyday on time.

Eastfield Ming Quong (EMQ) Families First

The mission of EMQ Family First is to work with children and their families to transform their lives, build emotional, social and familial well-being, and to transform the systems that serve them. EMQ's predecessor organizations began serving California's children and families dating back to 1867, and in 1987, following a merger, the organization adopted the name Eastfield Ming Quong, more commonly known as EMQ Children and Family Services. EMQ provides a broad continuum of mental health services, including residential treatment, school-based day treatment, 24-hour crisis intervention, community-based wraparound care, child sexual abuse treatment, therapeutic foster care and substance abuse prevention/education, as well as outpatient and in-home services.

EMQ's Family First provides access to children and families seeking assistance relative to mental health and substance abuse. Through a school-based approach, EMQ offers a range of services to identify high-risk behaviors, school strengths, and existing Community-Based Organizations and partners to support children and families to transform their lives. Services are also available as needed in the student's home or in the community, and are provided in the evening or on the weekend if appropriate.

Project Description

EMQ's Families First Addiction Prevention Services (APS) provides both prevention and intervention services at targeted schools to youth with high-risk behaviors, as identified at each school, in order to reduce alcohol and drug use. These students have exhibited early signs of school-related problems such as attendance, academic or behavioral problems and may be experimenting with drugs and alcohol and live in high-risk community. EMQ Families First believes that services must include students, parents, staff and the local community to be effective. APS endorses approaches that are developmentally appropriate and culturally sensitive, and incorporate asset development as a core concept.

Services are provided to youth at three levels. *Universal* services (Level 1, targeted all students in the school), *Selective* services (Level 2, targeted at populations that have been identified as at risk) and *Indicated* services (Level 3, for high-risk populations who are showing signs of problems). By targeting the high-risk behaviors that have been identified at each selected school, the development of alcohol and drug using behaviors can be reduced. Students are self-referred or referred by school staff, parents or other service providers. APS provides primary prevention education classroom presentations, HiRAP (High Risk Adolescent Program), individual counseling and support to families with children involved in high-risk behavior. APS prevention counselors provide weekly support to target schools using best practice service strategies and models.

EMQ Families First also provide teacher/staff trainings to support and assist teachers in identifying and working with high-risk students in the classroom. Parent/caregiver workshops are also offered to help with identifying high-risk behaviors, resources and trends with their child.

Location of Services

Oak Grove High School
285 Blossom Hill Road
San Jose, CA 95123

Broadway High School
4825 Speak Lane
San Jose, CA 95118

W. C. Overfelt High School
1835 Cunningham Avenue
San Jose, CA 95122

Santa Teresa High School
6150 Snell Avenue
San Jose, CA 95123

Program and Staff Strengths

The program and staff continue to model a continuous quality improvement system that is driven by meeting the needs of their customers and responding to the needs as they emerge. Staffs are connected to the students they serve and demonstrate resourcefulness and commitment to do what it takes to assist the student or their family. The grantee is successful at delivering a strength-based prevention programs to schools, students, and their families who are showing high-risk behaviors. The program provides support services for youth and their families who have demonstrated potential for substance abuse and other high-risk behaviors. The program is effective in doing harm reduction by assisting youth to reduce high-risk behaviors. The youth are demonstrating improved behaviors. The program and curriculum is based on “best practices” and is working well in the schools. A strength of the curriculum used is its versatility, flexibility and that it builds on the youth assets.

Program and Staff Opportunities for Improvement

The grantee should continue to find more bilingual staff to work with their youth and families. The program’s success should assist the program in their fund development. New funding sources should be continually approached for support. The program should continue new strategies to encourage parents to provide feedback on their satisfaction and effectiveness of the services provided their child. The programs success at working with youth in groups needs to be reinforced with professional development activities for new interns and staff each year. Evaluators will continue to work with the program to attempt to improve the scores and indicated by their youth customers.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees’ service productivity outcomes and survey sample size.

- 55%** My success at school (job/training) is better:
- 66%** My understanding of who I am and what I can do is better:
- 55%** My ability to communicate is better:
- 63%** My ability to learn new things is better:
- 63%** My ability to connect with adults is better:
- 60%** My ability to work with others is better:
- 70%** My ability to stay safe is better:
- 60%** I can identify my anger and express it in a non-violent way better:
- 49%** I treat other people’s property better:
- 58%** I engage in healthy and constructive behaviors more:
- 55%** I respect others who are different from me more:
- 67%** I am making healthy decisions for myself more:
- 63%** My knowledge about drugs and alcohol is more:
- 61%** I can control my behavior better:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	BEST Evaluation Questions	EMQ Children and Family Services Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals	
EFFORT	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		Yes	
			\$73,000	\$26,155	\$99,155	36%			
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent		Yes
			\$73,000	\$38,112	\$111,112	100%	112%		
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes	
			1.3	12.0	17.3	33%	67%		
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes	
			77	52%	48%	Medium Asset = At Risk			
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)		
			0%	0%	1%	99%	0%		
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial		
			1%	1%	92%	6%	0%		
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned		
			47%	21%	28%	3%	2%		
	Strategies	What service strategies did we conduct? (Note: Percentage of hours of service delivered.)	Personal Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes	
			0%	0%	100%	0%	0%		
			Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services		
			0%	0%	0%	0%	0%		
	Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	Yes	
			4,684	4,541	97%	59	89%		
	Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes	
			\$16.08	\$24.47	\$948	\$1,288	1.7		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Youth Participation in Services (%)	Yes, Customer Satisfaction > 80%	
			85%		100%		64%		
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	No, Service Productivity < 70%	
			Asset Development changes		62%	97%			
			Social/Respect changes		60%	93%	65%		
			Agency Selected changes		67%	100%	92%		
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	Yes, Quality Score > 1	
			3.7	1.6	Decrease	Good	613		
	Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size	
			45	95	24	78	242		

Performance Summary

EMQ Families First delivered 97% of its contracted services during Cycle 19. They achieved the customer satisfaction goal of 80% with youth participants reporting an 85% customer satisfaction. The grantee did not meet the service productivity goal of 70% for asset development, social/respect or program-specific productivity with youth reporting a score of 62%, 60% and 67%, respectively. EMQ Family First maintained a good service quality score and met the reliability goal of 0.60. The grantee met the Service Performance Index goal of 600 achieving a score of 613.

Success Stories

At Broadway High, a 16-year old male student, referred to EMQ Families First, shared during his initial assessment that he planned on dying by the time he was 18. The EMQ counselor assigned to this student has been working with him weekly and found out he had lost his brother in a gang related death. This youth after much care, support and re-direction is focused on Art and drawing - his strengths. He's learning new coping skills and most importantly, he is spending "time for me" each week to look at goals dreams and a hope for the future.

Family and Children Services

Since 1948, Family & Children Services has provided health and human services to children, teens, adults, and families in San Mateo and Santa Clara counties. Their mission is to build strong, safe, and self-sufficient individuals, families, and communities. The agency offers a wide variety of comprehensive and affordable counseling, education, and prevention programs. Each year approximately 8,000 individuals make use of their services.

Project Description

Family and Schools Together (FAST) model is a highly collaborative, early intervention program for at-risk children in Kindergarten through 3rd grade and their families. Older siblings in 4th and 5th grade, middle or high school are asked to participate in the program. The referred child needs to be identified as one of the following: “at- risk” for school failure, delinquency, family substance abuse, child abuse or neglect. Students that are deemed as being high-risk are an average of one year behind in school, tend to exhibit behavioral problems and face issues such as depression, high stress, or family trauma. The Franklin- McKinley School District has determined there is an acute need to support isolated and low-income families in high-risk, overcrowded communities.

FAST brings together students, their families, and appropriate school representatives in a supportive, positive environment to increase communication within families and between the family and the school, in order to reduce the likelihood of unhealthy behavior and poor choices by the youth. The FAST team is comprised of highly qualified professionals including a mental health, school, parent, alcohol and drug, recreation, and childcare partners. The program is highly structured, interactive, and culturally and linguistically appropriate. Weekly sessions include a family meal, communication games, play therapy, and parent/youth-specific activities. Parents and youth are engaged and served during the same time – which yields a shared experience and opportunities for healthy exchange. The program seeks to: 1) enhance family cohesion and communication; 2) promote child and youth success in school; 3) prevent delinquent behaviors such as substance abuse and criminal activities by youth; 4) enhance social support networks for youth and family via a two year follow-up program component (FAST WORKS).

Location of Services

McKinley Elementary School
651 Macredes Avenue
San Jose, CA 95116

Seven Trees Elementary School
3975 Mira Loma Way
San Jose, CA 95111

Santee School
1702 McLaughlin Avenue
San Jose, CA 95122

Program and Staff Strengths

Through the leadership, mentoring and support of FAST program staff and management, parents, youth and children participants are identifying themselves as ambassadors in their communities and overall individuals that believe in their possibility of transformation and change. FAST school-based staff team members are veterans and have been working with the program for many years. Ninety percent of the team has been with the program for 15 years and are viewed as the “grandmothers” of the program. FAST team members are on site at the schools daily and assist us with bridging communication between school personnel and families.

Program and Staff Opportunities for Improvement

Family and Children Services serve a diverse population of children, youth and parent clients. During FY 2009-10, FCS reported that youth participants were 49% male and 51% female. A challenge identified by program staff is recruiting and hiring male staff members. The FAST program may consider recruiting male, college interns to increase the engagement with caring, role model role models for male student participants.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees’ service productivity outcomes and survey sample size.

(Child Survey)

- 95%** This program makes my school work easier:
- 91%** This program helps me get along with adults better:
- 98%** This program helps me learn new things yes:
- 100%** This program helps me stay safe yes:
- 93%** This program helps me get along with other kids better:
- 100%** This program makes me feel good about myself yes:
- 96%** This program helps me handle my anger better:
- 98%** This program makes me stay healthy more:
- 100%** This program makes me respect other people who are different from me more:
- 98%** This program helps me get along with my family better:
- 98%** This program makes me talk with my parents about school more:
- 96%** This program helps me do my homework more:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System								
Performance Account-ability Model	Logic Model	BEST Evaluation Questions	Family and Children Services Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals
EFFORT	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		
			\$79,674	\$47,449	\$127,123	60%		
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent	Yes
			\$79,674	\$63,370	\$143,044	100%	113%	
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes
			2.7	2.0	16.1	8%	92%	
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes
			244	49%	51%	High Asset = Low Risk		
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)	
			24%	54%	14%	8%	0%	
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial	
			0%	0%	100%	0%	0%	
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned	
			23%	50%	27%	0%	0%	
	Strategies	What service strategies did we conduct? (Note: Percentage of hours of service delivered.)	Personal Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes
			0%	0%	0%	0%	0%	
			Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services	
			0%	0%	100%	0%	0%	
	Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	Yes
			4,516	9,186	203%	38	100%	
	Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes
			\$8.67	\$15.57	\$327	\$521	5.7	
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Staff-rated Youth Participation in Services (% High or Highest)	Yes, Customer Satisfaction > 80%
			96%		94%		96%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	Yes, Service Productivity > 70%
			Asset Development changes		93%	91%		
			Social/Respect changes		93%	90%	100%	
			Agency Selected changes		93%	94%	100%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	Yes, Quality Score > 1
			4.3 4.4		Increase	Low	770	
	Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size
105			105	55	111	376		

Performance Summary

Family and Children Services FAST program delivered 203% of its contracted services during Cycle 19. It is highly recommended that the grantee improve their program planning to ensure their actual hours of service at the end of the year are more closely aligned with their projections. They achieved the customer satisfaction goal of 80% with youth participants reporting a 96% customer satisfaction. The grantee achieved the service productivity goal of 70% for asset development, social/respect or program-specific productivity with youth reporting a score of 93%, 93% and 93%, respectively. The program continues to maintain an increasing and good service quality score. Evaluators will work with grantee to increase their reliability of survey questions. The grantee met the Service Performance Index goal of 600 achieving a score of 770.

Success Stories

The Figueroa family was referred to FAST by their triplets Kindergarten teacher. In addition to the three girls, there is a fourth infant female. The family was referred to FAST because the triplets' behavior was highly impacted by one another. If one of them had a hard day the other two followed. Both parents attend FAST meetings regularly and requested additional family support during one of the parent support group workshops on parenting. The FAST Program Manager and SJSU intern did a subsequent home visit and family assessment. As a result, some goals and outcomes for the family were identified. The primary goal was for the triplets to work on a behavior modification chart that included positive reinforcement. The parents identified with the children tasks and behaviors that needed improvement and correction. Together, they also agreed to a family reward system that would include quality time from the parents for each of the triplets individually. When FAST staff followed up with the family to discuss the progress, the mom shared, "Yes, it is already working. The girls are excited about the chart; they remind me that we need to keep track. It's easier for us to get ready in the mornings. They are doing more independently and are following directions better."

Filipino Youth Coalition

Filipino Youth Coalition strives to build a stronger and healthier community through youth-based programs focused on asset-building and culture-competent services. Filipino Youth Coalition was founded in 1992 when a group of high school and college students decided to present their community with alternatives to gang violence, identity loss and non-constructive activities they saw in the Filipino community. The core values that guide their efforts include: respect, honesty, trust, commitment and accountability.

Project Description

Filipino Youth Coalition (FYC) exposes youth participants to positive youth activities and creates a mutual peer support group that fosters healthy behaviors. The program assists youth to build character, life skills, academic skills and community involvement. FYC provides services to youth ages 11-21 from Independence, Mount Pleasant, Overfelt, Piedmont, and/or Silver Creek High Schools, Ocala Middle School, and the Welch Park neighborhood. The youth may be referred by school administration and staff, probation, other community-based organizations, self-referrals and through outreach. Truancy case management and truancy intervention services are delivered to targeted youth attending Ocala Middle School, Independence High School, and to youth referred through the East Side Truancy Abatement and Burglary Suppression Center (TABS).

FYC's primary target population are at-risk and high-risk youth exhibiting aspects of gang lifestyle, high truancy rates, and alcohol and drug use. Youth are typically from low income families, live in high risk ("Hot Spots") neighborhoods, socialize with other high-risk youth and do not participate in pro-social activities.

Program staff meet with school youth on an individual basis to discuss individual/family goals, educational plans, provide counseling regarding problem areas, and recognize progress made. FYC also offers support groups to educate participants regarding risk factor behaviors, teach values and perspectives and create a mutual peer support group that fosters positive and healthy behaviors. Group topics include: gang awareness, drug/alcohol abuse, conflict resolution, anger management, problem solving, goal setting and leadership and life skills. FYC also offers a cross-cultural parenting workshop for family and/or adults closely associated with their youth participants. Topics include, but are not limited to: cultural shock/new immigrant issues, communication skills, self-esteem/family esteem, discipline and stress management.

Leadership training, cultural awareness, education and motivational activities for youth are offered through the Tuesday Night Youth Leadership Meetings and Saturday cultural events. These activities are designed to enhance youth's educational achievement, introduce youth to community service and volunteer projects, and expand the youth's peer support network. FYC also offers a summer program for middle and high school students focused on developing and building positive choices and decision-making skills.

The truancy case management component provides specialized services to habitual truant youth, ages 12 – 17, and their families. As part of the truancy services, FYC works closely with their target school sites to organize support groups using peer support to encourage youth to attend and continue in school. Transition services and referrals for specialized services such as family relationship development, career/vocational planning and positive social competencies are explored with youth clients. Truancy case worker(s) check school attendance records to confirm "habitual truant" status of youth referred to their program. FYC service workers meet with TABS officer(s) at the TABS Center on a monthly basis to ensure continuity of truancy program and the coordination of participating youth.

Parent/Family support services are offered to the parents and siblings of the youth enrolled in the Personal Development and Group Support and Truancy Case Management programs.

Location of Services

Independence High School
1776 Educational Parkway
San Jose, CA 95133

Overfelt High School
1835 Cunningham Avenue
San Jose, CA 95122

Welch Park Facility
Clarice Drive and Kenesta Way
San Jose, CA 95122

Ocala Middle School
2800 Ocala Avenue
San Jose, CA 95148

Mount Pleasant High School
1750 S. White Road
San Jose, CA 95127

Piedmont High School
1377 Piedmont High School
San Jose, CA 95132

Silver Creek High School (on call)
3434 Silver Creek Road
San Jose, CA 95121

East Side TABS
680 S. 34th Street
San Jose, CA 95122

Program and Staff Strengths

A strength of the FYC program is how well a dedicated staff empowers youth to organize clubs at major high schools in San José. FYC is truly a youth run organization providing opportunities for youth to organize events, solve problems, and build leadership skills. The yearly “Battle of the Tribes” brings together over 1,000 youth to celebrate FYC core values: respect, honesty, trust, commitment and accountability. FYC also has the capacity and a very dedicated staff that can and does work with gang involved and other high risk youth, while also working with the youth in FYC clubs found in each High School.

Program and Staff Opportunities for Improvement

FYC needs to reach out to the community and ask for support. The lack of funds for infrastructure has made it difficult for FYC to meet all their compliance requirements on a timely basis. FYC needs to ask for funds along with volunteer assistance from the large community of family members of the youth they serve. FYC can not keep doing more with less and should focus their activities by utilizing funds and volunteers to build a workable plan for each year.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees’ service productivity outcomes and survey sample size.

- 77%** My success at school (job/training) is better:
- 75%** My understanding of who I am and what I can do is better:
- 74%** My ability to communicate is better:
- 73%** My ability to learn new things is better:
- 70%** My ability to connect with adults is better:
- 71%** My ability to work with others is better:
- 75%** My ability to stay safe is better:
- 71%** I can identify my anger and express it in a non-violent way better:
- 64%** I treat other people’s property better:
- 76%** I engage in healthy and constructive behaviors more:
- 77%** I respect others who are different from me more:
- 77%** I appreciate other cultures more:
- 77%** I understand my own culture better:
- 80%** I can cope with cross-cultural family issues better:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System									
Performance Account-ability Model	Logic Model	BEST Evaluation Questions	Filipino Youth Coalition Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals	
E F F O R T	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		Yes	
			\$75,000	\$20,000	\$95,000	27%			
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent		Yes
			\$75,000	\$20,726	\$95,726	100%	101%		
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes	
			3	12.3	15.2	50%	50%		
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes	
			245	54%	46%	Medium Asset = At Risk			
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)		
			0%	0%	9%	90%	2%		
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial		
			78%	3%	16%	2%	1%		
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned		
	Strategies	What service strategies did we conduct? <i>(Note: Percentage of hours of service delivered.)</i>	Personal Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes	
			93%	0%	0%	0%	0%		
			Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services		
			0%	0%	7%	0%	0%		
Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	No < 95% Just missed goal		
		24,046	22,417	93%	91	93%			
Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes		
		\$3.35	\$4.27	\$306	\$388	3.3			
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Youth Participation in Services (%)	Yes, Customer Satisfaction > 80%	
			92%		85%		80%		
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	Yes, Service Productivity >70%	
			Asset Development changes		77%	64%			
			Social/Respect changes		74%	76%	85%		
			Agency Selected changes		82%	78%	95%		
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	Yes, Quality Score > 1	
			1.8	2.9	Increase	Low	812		
	Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size	
			156	154	99	133	542		

Performance Summary

Filipino Youth Coalition delivered 93% of its contracted services during Cycle 19. They achieved the customer satisfaction goal of 80% with youth participants reporting a 92% customer satisfaction. The grantee achieved the service productivity goal of 70% for asset development, social/respect or program-specific productivity with youth reporting a score of 77%, 74% and 82%, respectively. The program continues to maintain a good service quality score. Evaluators will work with grantee to increase their reliability of survey questions. The grantee met the Service Performance Index goal of 600 achieving a score of 812.

Success Stories

Victor was a troubled teen – he was behind in academic credits at the end of his junior year in high school. His mom thought about moving him to another school for his senior year, but he wanted to remain at Independence High School – where his gang ‘brothers’ attended. He would hang out with them and was suspended after being in a fight in the school parking lot. He was truant for most of September and was referred to FYC staff. At first, he was resisting help. After a while, Victor started going to Welch Park on his own – he made friends with a student from DeAnza (former FYC high school student) who is encouraging him to take his classes seriously – it turns out that they are distantly related. Victor goes to school regularly now and although he still has credits to earn towards high school graduation, he has decided to not cut classes anymore.

Firehouse Community Development Corporation

The Firehouse Community Development Corporation, founded in 2006, is a multicultural resource center that empowers youth and their families to break the cycle of poverty and become productive members of the community. The team of Firehouse have been committed and dedicated to working with at risk youth in the community for several years.

Project Description

Firehouse specializes in providing gang mediation and intervention services to intervene with street gangs, volatile situations, and gang violence. Program services are developed to divert gang-involved individuals to services that will assist them to disassociate themselves from the gang lifestyle. Youth are targeted citywide, through face-to-face street outreach activities in the communities of Roosevelt Park, Washington United Youth Center, Mt. Pleasant High School, Santee Neighborhood Area and surrounding areas.

Youth participants enrolled in the program are provided case management services that focus on three elements: re-enrollment in school, participation in job training and fulfilling community service hour requirements. Participants also attend weekly support groups that provide each client exposure to a structured life skills curriculum. Topics include: gang awareness, violence prevention, educational and personal goal setting, problem solving, communication and anger management. The program also provides clients with recreational and pro-social activities to divert youth from gang socialization through exposure and participation to healthy activities so they can learn how to use their leisure time in a safe and more non-threatening manner. Firehouse also offers follow-up and aftercare support services to youth transitioning from the criminal justice system into their communities to prevent youth from re-offending. Parents are offered support service workshops to encourage parents' own participation in guiding the lives of their youth.

Firehouse serves as a co-lead, along with Catholic Charities of Santa Clara County, in responding to gang-related incidents as requested by the MGPTF in the Southern and Western divisions.

Location of Services

Roosevelt Park Area
E. Santa Clara and 21st
San José, CA 95116

Washington United Youth Center & surrounding area
921 S. First Street, Suite B
San José, CA 95110

Mt Pleasant High School
1750 S. White Road
San José, CA 95127

Santee Neighborhood Area
535 Santee Drive
San José, CA 95122

Andrew Hill High School
Senter Road
San Jose, CA

Program and Staff Strengths

Firehouse is commended for increasing the professional development opportunities provided to program staff. All staff have been provided leadership training in the “21 Irrefutable Laws of Leadership” to increase their capacity to develop leadership skills amongst the youth participants. Program staffs are understanding and compassionate towards the youth they work with as many have similar lived experiences and can identify with the challenges and issues the youth and their families face on a daily basis.

Program and Staff Opportunities for Improvement

Firehouse staff indicated a desire to increase parental involvement of youth participants through attendance to parent meetings. As youth begin to increase their leadership abilities, it is recommended that program staff have youth involved with organizing parental meetings and using the meetings to have youth participants honored for milestones they have achieved; a celebration ceremony, if you will, to involve the parents in celebrating their children's accomplishments and efforts towards transforming their lives. Evaluators will work with staff to develop a better sampling and survey methodology to improve the reliability of their data.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees’ service productivity outcomes and survey sample size.

- 100%** My success at school (job/training) is better:
- 100%** My understanding of who I am and what I can do is better:
- 100%** My ability to communicate is better:
- 98%** My ability to learn new things is better:
- 100%** My ability to connect with adults is better:
- 100%** My ability to work with others is better:
- 100%** My ability to stay safe is better:
- 100%** I can identify my anger and express it in a non-violent way better:
- 100%** I treat other people's property better:
- 100%** I engage in healthy and constructive behaviors more:
- 100%** I respect others who are different from me more:
- 100%** I believe in myself more:
- 100%** I serve as a leader more:
- 98%** My confidence that I can handle new challenges is more:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	BEST Evaluation Questions	Firehouse Community Development Corp. Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals
EFFORT	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		
			\$140,000	\$28,000	\$168,000	20%		
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent	Yes
			\$139,768	\$28,600	\$168,368	100%	100%	
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes
			3.95	5.4	12.8	75%	25%	
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes
			81	68%	32%	Low Asset = High Risk		
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)	
			0%	0%	1%	79%	20%	
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial	
			2%	0%	94%	2%	1%	
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned	
	Strategies	What service strategies did we conduct? <i>(Note: Percentage of hours of service delivered.)</i>	Personal Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes
			0%	99%	0%	0%	0%	
			Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services	
			0%	0%	1%	0%	0%	
Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	Yes	
		9,028	21,071	233%	260	91%		
Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes	
		\$6.63	\$7.99	\$1,726	\$2,074	3.2		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Staff-rated Youth Participation in Services (% High or Highest)	Yes, Customer Satisfaction > 80%
			99%		99%		85%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	Service Productivity > 70% No variability in responses for spring sample.
			Asset Development changes		100%	100%	71%	
			Social/Respect changes		100%	100%	71%	
			Agency Selected changes		71%	71%	71%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	No, was not able to calculate service quality. No variability.
			2.5 NV		NV	NV	759	
	Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size
			107	108	107	106	428	

Performance Summary

Firehouse delivered 233% of its contracted services during Cycle 19. It is highly recommended that the grantee improve their program planning to ensure their actual hours of service at the end of the year are more closely aligned with their projections. They achieved the customer satisfaction goal of 80% with youth participants reporting a 99% customer satisfaction. The grantee achieved the service productivity goal of 70% for asset development, social/respect or program-specific productivity with youth reporting a score of 100%, 100% and 71%, respectively. The grantee had no variability in their survey responses for their spring sampling; therefore, their service quality score and reliability wasn't measurable. Evaluators will work with grantee to increase their reliability of survey questions. The grantee met the Service Performance Index goal of 600 achieving a score of 759.

Success Stories

No success stories were provided by grantee.

NOVO Community Day School SCCOED

Founded in 1974, NOVO Community Day School (formerly The Foundry Community Day School) is one of the oldest operating programs of its kind in Santa Clara County. High school students, grades 9-12, enrolled in the program have an opportunity to work with caring staff members dedicated to helping each teen return successfully into mainstream educational settings. Student to staff ratios are kept small in order to better address the academic, social and behavioral needs presented by each individual pupil. In addition to the regular school program, the Foundry site also offers a Special Day Class Program for expelled students in grades 7 – 12. An Individual Education Plan meeting is held prior to placement in the program.

In conjunction with the academic program in place, a mental health counselor, youth intervention specialist, and guidance counselor provide social-emotional support for the students. It is the belief of the entire staff that the whole child must be supported in order to ensure successful progress in school but in the community as well.

Students who have a willingness to change find that the NOVO Community Day School provides a safe, full day program for those experiencing obstacles in a traditional school setting by engaging them in a multi-disciplinary approach focused on dealing with the whole student. The staff is committed to providing students with a high level of attention, quality teaching and support. Given this commitment by the school staff, along with the assistance of parents and guardians, each student will leave the NOVO with increased skills academically and socially while earning credits towards high school graduation.

Project Description

The NOVO Community Day School is a culturally and environmentally sensitive alternative school provided by Santa Clara County Office of Education to Santa Clara County students who demonstrate a variety of high-risk and gang involved behaviors. School staff provides a safe full day (6 hour) educational program to San José youth who are experiencing obstacles in a traditional school setting. Youth, 12 to 18 years of age, are provided personal development and support services throughout the school year.

The NOVO utilizes a multi-disciplinary approach engaging youth in the program by connecting, coordinating and leveraging intervention resources to change youth lives by changing their minds. A youth development approach focuses on meeting the needs of the whole student. This includes: engaging students in the planning of their academic goals; providing students with an opportunity to learn new ways of communicating with a caring adult; helping students explore ways of replacing negative habits with healthy habits; and connecting students with higher education institutions or job training opportunities.

Youth clients are able to access on-site individual and small group counseling in the areas of gang prevention, gang intervention, crisis intervention and response services. Group classes provide students an opportunity to discuss issues relevant to their current situations and levels of gang involvement. The groups include cognitive behavioral activities aimed at helping to develop pro-social skills, build youth leadership, and advance individual goals of the targeted youth.

The program model includes meeting with parents on a quarterly basis about gang awareness, and more frequently with individual parents as needed in order to assist them in recognizing the signs and activities associated with gang type behaviors. Additionally, the program staff serves as a resource for Foundry staff members regarding strategies on how to better support the students enrolled in the school in turning away from the gang lifestyle.

Location of Services

The NOVO Community Day School
258 Sunol Street
San José, CA 95126

Program and Staff Strengths

The BEST-funded program at the NOVO offers a weekly, group class where participants are exposed to guest speakers to raise their awareness regarding healthy life choices, leadership development, goal setting, etc. The key component to the NOVO model is the access to the CYO Youth Intervention Specialist (YIS) that youth can speak to regarding difficult decisions they are facing in their life, including changing their thinking about the gang lifestyle. The CYO YIS also meets with parents one-on-one to discuss the progress of their child in school, at home and in the community. The CYO YIS serves as a support system to the NOVO, the student participant and the family and community.

Program and Staff Opportunities for Improvement

The program needs to integrate the target changes into the operation of all the NOVO school activities to get the whole staff to focus on the targeted changes indicated below. The program missed all their target change outcomes and goals. Evaluators will work with staff to develop strategies that can engage the teaching staff into sharing some of the targeted outcomes of the program.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees’ service productivity outcomes and survey sample size.

- 50%** My success at school (job/training) is better:
- 50%** My understanding of who I am and what I can do is better:
- 50%** My ability to communicate is better:
- 42%** My ability to learn new things is better:
- 54%** My ability to connect with adults is better:
- 40%** My ability to work with others is better
- 35%** My ability to stay safe is better:
- 40%** I can identify my anger and express it in a non-violent way better:
- 60%** I treat other people’s property better:
- 32%** I engage in healthy and constructive behaviors more:
- 33%** I respect others who are different from me more
- 24%** I identify my anger and express it in a non-violent way more:
- 31%** I am staying gang, drug and/or alcohol free more:
- 58%** My attendance at school is better:
- 46%** My chances of graduating from high school or completing my GED are better:
- 31%** I can say no to gang activities better:
- 48%** I want to pursue higher education or vocational training more:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System								
Logic Model	BEST Evaluation Questions	NOVO Community Day School SCCOED Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals	
Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		No, Matching funds spent only 19% of BEST funds	
		\$37,500	\$10,000	\$47,500	27%			
	What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent		
		\$37,500	\$7,000	\$44,500	100%	94%		
Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes	
		1.2	9.2	15.6	0%	100%		
Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes	
		65	80%	20%	Low Asset = High Risk			
		0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)		
		17%	22%	17%	45%	0%		
		Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial		
		0%	6%	88%	6%	0%		
		Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned		
		0%	35%	65%	0%	0%		
Strategies	What service strategies did we conduct? (Note: Percentage of hours of service delivered.)	Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes	
		0%	0%	0%	0%	0%		
		Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services		
		0%	100%	0%	0%	0%		
Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	Yes	
		8,612	10,879	126%	167	69%		
Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes	
		\$3.45	\$4.09	\$577	\$731	1.0		
Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Youth Participation in Services (%)	No, Customer Satisfaction < 80%	
		66%		65%		5%		
Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	No, Service Productivity < 70%	
		Asset Development changes		41%	53%			
		Social/Respect changes		44%	58%	88%		
		Agency Selected changes		41%	69%	80%		
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	Yes, Quality Score > 1	
		0.5 1.1		Increase	Good	648		
Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size	
		58	63	29	63	213		

Performance Summary

The NOVO Community Day School delivered 126% of its contracted services during Cycle 19. They did not meet the customer satisfaction goal of 80% with youth participants reporting a 66% customer satisfaction. The grantee did not meet the service productivity goal of 70% for asset development, social/respect or program-specific productivity with youth reporting a score of 41%, 44% and 41%, respectively. The grantee demonstrated a good service quality score and met the reliability goal of 0.60. The grantee met the Service Performance Index goal of 600 achieving a score of 648.

Success Stories

A young male, upon exit from James Ranch Facility, enrolled at the NOVO Community Day School. He was a gang member that had been in the gang awareness groups that the CYO Youth Intervention Specialist (YIS) provided every week at the ranch. He was incarcerated for a violent offense and expressed to the YIS while incarcerated that he wanted to make some changes in his life and get out of the gang lifestyle. When he arrived at the NOVO School, he saw the CYO YIS on campus and wanted to talk to him. They had a conversation and the youth shared that he dropped out of the gang. He expressed needing assistance with phasing out of the lifestyle and staying out of trouble. The YIS made himself available while on campus to talk with the youth whenever he needed someone to talk to. The YIS became a very positive adult in his life and used a lot of the things he taught the youth to mentor him out of the gang life. It has been a challenge because the gang neighborhood the youth is from is very active on the streets of San Jose, however the youth's determination in staying focused and maintaining his presence out of the gang was the biggest success in his progress.

Fresh Lifelines for Youth

Fresh Lifeline for Youth or FLY started with one woman, Christa Gannon and numerous volunteer law students. Since the initial seed funding from the Soros Foundation ten years ago, FLY has taken off and has grown exponentially in both staff, volunteers and youth served. FLY's mission is to educate disadvantaged and at-risk youth to help them become more responsible, accountable, and capable of making healthier lifestyle choices. FLY meets this mission by reducing juvenile crime and incarceration through legal education, mentorship, and leadership training. FLY has a unique history of incorporating youth voices in program design and implementation of the Legal Eagle Program and Peer Leadership components.

Project Description

The Legal Eagle program targets youth transitioning from the criminal justice system. The curriculum uses a cognitive based, interactive approach to teach young people about the rule of law and the consequences of crime. The curriculum is based on proven Law Related Education (LRE) strategies that use legal education to build youth assets and life skills in non-violent conflict resolution, anger management, problem solving, and communication. In Legal Eagle, FLY staff and law student volunteers meet with 12-15 youth, once a week for 13 weeks, after school for two hours where youth participate in group activities and listen to guest speakers. Midway through the program, youth spend a Saturday at Santa Clara University participating in a mock trial, meeting with local juvenile court judges, and learn about college and financial aid. The program culminates with a graduation ceremony for youth, families and friends. FLY also conducts a year-long peer leadership training program to teach youth how to work in teams and design and implement service projects that improve their communities. All participants of the peer leadership program receive case management services to assist youth in setting and achieving their goals related to education, vocation and sobriety.

Location of Services

Del Mar High School
1224 Del Mar Avenue; Room 31
San Jose, 95128

Alum Rock Youth Center
137 N. White Road
San Jose CA 95127

Alternative Placement Academy
420 Calero Avenue
San Jose, CA 95123

Oak Grove High School
285 Blossom Hill Road
San José, CA 9512

Isaac Newton Center
FLY Office
70 West Hedding Street
San Jose, CA 95110

Andrew Hill High School
3167 Senter Road
San Jose, CA 95111

Muriel Wright Residential Center
298 Bernal Road
San Jose, CA 95119

James Lick High School
57 N. White Road
San Jose, CA 95127

Pathfinder School
405 S. 10th Street
San Jose, CA 95112

FLY Office
568 Valley Way
Milpitas, CA 95035

Program and Staff Strengths

The program is structured so that youth participate in a twelve-week law education course intended to develop knowledge and skills, followed by the opportunity to be selected to participate in a leadership/mentoring component for an additional year. Youth who participate in the leadership component serve as peer mentors and apply the skills and knowledge they have learned with support from the professional staff. The program staff serves as caring, supportive adults who approach serving their youth customers in a non-judgmental, non-threatening environment that places emphasis on personal responsibility and accountability. The program staff leverages their formal legal training to educate and inform youth regarding the potential consequences of their anti-social decisions under the law. The program informs youth and families of the resources available in the community and teaches them how to access and apply the resources that would be of greatest benefit to their particular circumstances. The program completion ceremony, which is attended by youth and family customers, is an opportunity for FLY's leadership team and the program staff to acknowledge each individual participant for their efforts to make a transition to pro-social behaviors.

Program and Staff Opportunities for Improvement

Youth customers may benefit further from the program by increasing their independence as relates to transportation to and from program-related activities. Professional development related to program evaluation and non-profit management may enhance the program staff capacity to practice continuous improvement and replicate their services to serve more youth and families in need. Program staff indicated an interest in strengthening the connection between the law education and leadership program components to optimize the transformational experience for more youth customers. Evaluators will explore with staff a way to reduce the cost per hour for services by integrating cognitive behavioral assignments and projects for youth to do between group meetings and other activities.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At a Glance" dashboard on the next page provides each grantees service productivity outcomes and survey sample size.

- 60%** My success at school (job/training) is better:
- 63%** My understanding of who I am and what I can do is better:
- 71%** My ability to communicate is better:
- 76%** My ability to learn new things is better:
- 80%** My ability to connect with adults is better:
- 74%** My ability to work with others is better:
- 73%** My ability to stay safe is better:
- 62%** I can identify my anger and express it in a non-violent way better:
- 74%** I treat other people's property better:
- 61%** I engage in healthy and constructive behaviors more:
- 64%** I respect others who are different from me more:
- 67%** I am making healthy decisions more:
- 89%** My knowledge of the law is better:
- 88%** My understanding of what happens if I break the law is better:
- 72%** My ability to deal with conflict and problems in a peaceful way is better:
- 85%** I understand how breaking the law affects other people better:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System									
Performance Account-ability Model	Logic Model	BEST Evaluation Questions	Fresh Lifelines for Youth Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals	
EFFORT	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		Yes	
			\$133,000	\$512,188	\$645,188	385%			
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent		Yes
			\$133,000	\$467,911	\$600,911	100%	93%		
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes	
			6.21	6.5	18.5	29%	71%		
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes	
			194	77%	23%	Low Asset = High Risk			
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)		
			0%	0%	11%	89%	0%		
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial		
			9%	7%	77%	7%	1%		
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned		
			24%	56%	20%	0%	0%		
			Strategies	What service strategies did we conduct? (Note: Percentage of hours of service delivered.)	Personal Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services		Services for Adjudicated Youth
	0%	0%			0%	100%	0%		
	Truancy Case Management	Day Education Programs			Parent Family Support	Community Gang Awareness	Related Services		
	0%	0%			0%	0%	0%		
	Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	Yes	
			17,126	18,572	108%	96	81%		
	Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes	
\$7.16			\$32.36	\$686	\$3,326	3.6			
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Staff-rated Youth Participation in Services (% High or Highest)	Yes, Customer Satisfaction > 80%	
			83%		91%				
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	Yes, Service Productivity > 70% Just missed Social Respect Service Productivity	
			Asset Development changes		71%	82%			
			Social/Respect changes		65%	75%	91%		
			Agency Selected changes		80%	91%	98%		
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	Yes, Quality Score > 1	
			5.5 2.7		Decrease	Good	676		
	Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size	
			209	151	94	159	613		

Performance Summary

Fresh Lifelines for Youth delivered 108% of its contracted services during Cycle 19. They achieved the customer satisfaction goal of 80% with youth participants reporting an 83% customer satisfaction. The grantee achieved the service productivity goal of 70% for asset development and program-specific productivity with youth reporting a score of 71% and 80%, respectively. FLY did not achieve the 70% service productivity goal for social/respect with youth reporting a score of 65%. The grantee demonstrated a good service quality score and met the reliability goal of 0.60. The grantee met the Service Performance Index goal of 600 achieving a score of 676.

Success Stories

Jose began FLY in our Law Program and continued with us into our Leadership Program receiving one on one support from a case manager. From the beginning Jose was a big presence, gang involved, and not engaged in school. Since being at FLY, Jose is still a big presence but is no longer associating with gang members and is committed to positive change for himself, his family, and his daughter. Recently, Jose attended a community service event with his case manager, "Read Me A Book," where FLY Peer Leaders read to elementary kids. Jose, although his reading skills are limited, had enough self-confidence to read out loud a book to a group of five-year olds. He later told FLY staff how scared he was but how excited he was he participated. He also was so happy to learn about new books that he could now read to his daughter. Although reading out loud may not seem like a success to some, it is just one example of the positive transformation that Jose has made since working with FLY. Jose is an exceptional young man with a lot of potential.

Jesus, a new Peer Leader, who attended the FLY Leadership Training Retreat for the first time, stated that he never had the opportunity to interact with so many different people in a positive setting. Jesus had just been released from juvenile hall when he went on the retreat. At the retreat, Jesus made it a point to put his past behind him and try to focus on why changing his old behaviors will help him be a better leader for his community and family. Jesus shared with his peers that the gang lifestyle he used to live by was not going to hold him back from moving forward to make positive changes for his future. He led activities, contributed ideas on how to improve FLY programs, and gave suggestions on how staff can develop positive relationships with youth.

After the retreat, Jesus started going to school everyday and he recently was hired as a sales person. He is trying to set a good example for his younger brother who he sees going down the same path that he was once on. Jesus is trying to help get his brother into activities through different community based organizations because he understands how community programs help provide support and give direction to young people. He knows that if he guides and supports his brother that his brother will see him as a positive role model and hopefully make the right choices in life.

Jesus wants to work with FLY's middle school programs to share his story and hopefully reach out to the next generation of young people. He is currently working with his case manager to develop goals, practice public speaking, and learning how to balance and prioritize the different responsibilities he has in his life. Jesus wants to be the example for his peers and other young people that a person can change their life with the support and care of others.

Friends Outside in Santa Clara County

Friends Outside in Santa Clara County has been providing services to inmates and their families for over 50 years. Their mission is to “empower and assist families, youth, prisoners, and ex-prisoners to overcome the immediate and long term effects of incarceration and to act as a bridge between those we serve, the community at large and the criminal justice system.” Viewing the effects of custody over three generations has given Friends Outside a unique insight into the problems facing this segment of the community and the only agency in Santa Clara County working exclusively with this population.

Project Description

Friends Outside provides personal development and youth support group services to gang-influenced population, seven to 17 years of age who are referred by schools, social services, community-based organizations and other clients. Youth support group curriculum varies by age range; activities include positive role modeling, building self-esteem and identity, increasing cultural awareness, problem solving, goal setting, and anger management. The after-school youth program meetings are offered Monday through Thursdays. Participants are picked up and dropped off at their homes so that transportation is not a barrier to attending group. Youth also participate in field trips, community service projects, and other leadership/social skills building activities that they might not otherwise have the opportunity to experience.

Five (5) week-long summer day camps consisting of four (4) days of recreational and team building activities are provided to enable youth the opportunity to experience new environments and engage in positive, pro-social activities. Friends Outside summer camps are open to all San José youth who have been impacted by incarceration.

Location of Services

Friends Outside in Santa Clara County
551 Stockton Avenue
San Jose, CA 95126

Rainbow Park
1295 Johnson Avenue
San Jose, CA

Clients' homes – to be determined

Program and Staff Strengths

This year, Friends Outside is commended for their focused intention in their program planning. Through the staffs efforts, they developed curricula and program activities that had a strong emphasis on psychological, spiritual, social and physical well-being of their youth participants. Activities included community service experiences, poetry workshops, goal-setting and partnerships with Girls for a Change and Friends for Youth Mentoring.

Program and Staff Opportunities for Improvement

In an effort to meet the diverse learning and social needs of potential youth clients, it is recommended that program staff prioritize their service delivery plan so that youth participants and their needs are aligned with the focus and mission of the program.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees’ service productivity outcomes and survey sample size.

- 55%** My success at school (job/training) is better:
- 56%** My understanding of who I am and what I can do is better:
- 50%** My ability to communicate is better:
- 58%** My ability to learn new things is better:
- 53%** My ability to connect with adults is better:
- 50%** My ability to work with others is better:
- 53%** My ability to stay safe is better:
- 58%** I can identify my anger and express it in a non-violent way better:
- 52%** I treat other people’s property better:
- 53%** I engage in healthy and constructive behaviors more:
- 56%** I respect others who are different from me more:
- 58%** I can express myself in new and healthy ways more:
- 63%** I am setting a goal then making a plan to achieve it more:
- 63%** I understand why community service should be a part of what I do in my life better:
- 63%** I understand that good or bad choices and actions have good or bad consequences better:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	BEST Evaluation Questions	Friends Outside Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals	
EFFORT	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		Yes	
			\$95,000	\$49,875	\$144,875	53%			
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent		Yes
			\$95,000	\$38,838	\$133,838	100%	92%		
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes	
			3.04	6.5	18.5	29%	71%		
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes	
			44	48%	52%	Medium Asset = At Risk			
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)		
			0%	0%	2%	98%	0%		
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial		
			0%	23%	77%	0%	0%		
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned		
			71%	21%	7%	0%	0%		
	Strategies	What service strategies did we conduct? (Note: Percentage of hours of service delivered.)	Personal Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes	
			71%	21%	7%	0%	0%		
			Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services		
			0%	0%	0%	0%	0%		
	Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	Yes	
			10,801	11,066	102%	252	81%		
	Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes	
			\$8.58	\$12.09	\$2,159	\$3,293	7.8		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Staff-rated Youth Participation in Services (% High or Highest)	Yes, Customer Satisfaction > 80%	
			85%		94%		91%		
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	Yes, Agency Selected Service Productivity >70% No, for Other Service Productivity	
			Asset Development changes		56%	81%			
			Social/Respect changes		60%	78%	78%		
			Agency Selected changes		71%	85%	98%		
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	Yes, Quality Score > 1 No, SPI < 600	
			1.8 1.5		Decrease	Good	570		
	Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size	
70			84	39	90	283			

Performance Summary

Friends Outside delivered 102% of its contracted services during Cycle 19. They achieved the customer satisfaction goal of 80% with youth participants reporting an 85% customer satisfaction. The grantee achieved the service productivity goal of 70% for program-specific productivity with youth reporting a score of 71%. Friends Outside did not achieve the 70% service productivity goal for asset development and social/respect with youth reporting a score of 56% and 60%, respectively. The grantee demonstrated a good service quality score and met the reliability goal of 0.60. The grantee did not meet the Service Performance Index goal of 600, achieving a score of 570.

Success Stories

Last spring, Friends Outside partnered with Girls For A Change. Eight Friends Outside participants engaged in the twelve-week Girls For Change program. At first, some of the girls were very hesitant. It took a few weeks to have the entire group committed. Each week, the girls' bond became stronger and stronger. Girls for Change created a trusting and safe place where the girls were able to discuss their stories, thoughts and feelings without being judged. Two and a half months after the group came to a close a special outing was planned at the end of the summer. Over the course of the summer, most of the girls had not seen or talked to each other, some for obvious reasons of school and not having the consistency of Friends Outside or school but others were much more personal. The morning of the trip, it was announced by the female students that two of the girls were not to be near one another or "punches would be thrown". The van ride up to the Ranch was filled with discomfort and tension.

The day trip was focused on exploring leadership and self-reflection through connecting with the horses, nature, and one another. Being in a totally different environment, displaced from the city, quiet, and nothing around for hundreds of acres but hills, trees, and animals, the girls again started to open up. Sitting in a circle, decorating their final project of the day, they discussed racism, gender roles, and their ambitions. Tears were shed and barriers came down. The two girls who were separated on the van ride, were able to talk and discuss what was really bothering each of them. They each recognized and respected the others' point of view and renewed their friendship.

The van ride home was so uplifting. Although being stuck in traffic for over three hours and having been awake already for twelve hours, the car was filled with unifying singing and uncontrollable laughter. The day gave the girls the opportunity to be themselves, un-judged, and gave them tools to actively listen to one another, even in times of high energy and emotion, and reminded them how powerful and beautiful they are.

George Mayne Elementary School

George Mayne Elementary School began serving the children and families of Alviso in 1956. The school now serves a diffuse population from Alviso and the mobile home parks in San José and Sunnyvale. We are a community of learners focused on the joy of learning, with an emphasis on literacy and mathematics. Through partnerships with parents, businesses and the broader community, George Mayne provides quality education in a supportive, multi-lingual/multi-cultural environment where each child's worth and potential is valued. Mayne's goal is to provide quality education for all students that will enable them to meet the challenges of the twenty-first century. The school promotes the School District's goal to "prepare every student to succeed in an ever-changing world," by meeting State and District content and life-long learning standards. The primary language of Alviso is Spanish. Consequently, Mayne is one of the few schools in the Bay Area which maintains a Spanish bilingual program from kindergarten through fifth grade.

Project Description

BEST-funded services at George Mayne Elementary School include prevention and intervention services for at-risk and high-risk youth, ages 5-18 and their parents. Case management, counseling and youth support groups are available for youth who exhibit behaviors related to socio-emotional, psychological or behavior problems that affect school success or are related to

family, dysfunction or stress. These students and families may be experiencing issues related to homelessness, divorce/separation, abduction of children, drugs/alcohol, gang-involved or incarcerated family members, death/grieving, physical or mental health issues, and violence in the home. Counselors provide individual and family counseling, as well as support group discussions about communication skills, positive choices, and identity issues.

A parent educator facilitates "Mujer Latina," a weekly parent education, support and leadership group for Spanish speaking women and their preschool children. This program is designed to empower the participants to be actively involved in their children's education and to be aware of the issues that affect their personal well-being and that of their families. We continue to provide education for all of our parents through an evening parent education series scheduled each year.

Through BEST funding, George Mayne has implemented a school-wide conflict resolution program for staff, students, and parents. The program also assists school staff to develop and implement a data collection system designed to monitor student behavior and to improve communication skills and relationships between students and staff.

Location of Services

George Mayne Elementary School
5030 North First Street
Alviso, CA 95002

Alviso Youth Center
5050 North First Street
Alviso, CA 95002

Program and Staff Strengths

The BEST funded services at George Mayne School continues to be a model of how violence prevention, counseling, and parent services can be delivered at schools with high-risk students. The George Mayne BEST program has successfully fulfilled its commitment to bring students, families, and community together to provide quality early educational experiences for youth of Alviso. Over the last decade this program has provided creative, varied, and quality programs for students and their families. This is a model program for schools interested in improving their performance and the education experience of students through the involvement of parents and the community. The program provides the much needed support services for their students and to ensure a healthy community for families to live and thrive. The staffs have passion, dedication and love for the youth and families they serve. The use of interns who are working on counseling certificates and degrees allows the program to remain cost effective. The Mujer Latina Spanish parent support group has many years of successful operations.

Program and Staff Opportunities for Improvement

A year ago the program lost its founding director and a new director of the program has been part of an organized transition and has worked in the program for the past several years. The program continues to perform at the high standards it has historically set. Fund development continues to be a challenge in this time of budget cutbacks. The program is set to renew its efforts with Spanish speaking mothers this year. Communication between all the players and partners at George Mayne School continues to be a priority in order to continually deliver quality care. The program director and City of San José staff should review the units of service workbook to make sure all the assumptions and report activities are accurate.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees’ service productivity outcomes and survey sample size.

(Youth Survey)

- 100%** My success at school (job/training) is better:
- 71%** My understanding of who I am and what I can do is better:
- 86%** My ability to communicate is better:
- 100%** My ability to learn new things is better:
- 86%** My ability to connect with adults is better:
- 100%** My ability to work with others is better:
- 100%** My ability to stay safe is better:
- 100%** I can identify my anger and express it in a non-violent way better:
- 86%** I treat other people's property better:
- 86%** I engage in healthy and constructive behaviors more:
- 100%** I respect others who are different from me more:
- 86%** I recognize the good in myself more:
- 86%** I share my feelings more:
- 86%** I pay attention and listen more:
- 100%** I am making my decisions better:
- 86%** I get along with the kids I know better:
- 100%** My ability to play with new kids is better:

(Child Survey)

- 65%** This program makes my school work easier:
- 90%** This program helps me get along with adults better:
- 90%** This program helps me learn new things yes:
- 94%** This program helps me stay safe yes:
- 82%** This program helps me get along with other kids better:
- 90%** This program makes me feel good about myself yes:
- 90%** This program helps me handle my anger better:
- 94%** This program makes me stay healthy more:
- 85%** This program makes me respect other people who are different from me more:
- 88%** This program makes me listen and follow directions more:
- 92%** This program helps me share my feelings more:
- 82%** This program helps me make new friends at school more:
- 98%** This program helps me make the right choice more:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	BEST Evaluation Questions	George Mayne School Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals
E F F O R T	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		
			\$85,000	\$29,581	\$114,581	35%		
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent	Yes
			\$84,997	\$29,581	\$114,578	100%	100%	
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes
			2.4	5.3	15.4	67%	33%	
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes, 1% of customers were Native Americans
			104	51%	49%	Medium Asset = At Risk		
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)	
			7%	68%	15%	10%	0%	
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial	
			6%	5%	78%	11%	0%	
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned	
			25%	4%	0%	3%	68%	
	Strategies	What service strategies did we conduct? (Note: Percentage of hours of service delivered.)	Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes
			84%	7%	0%	0%	0%	
			Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services	
			0%	0%	9%	0%	0%	
	Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	Yes
			32,188	51,956	161%	500	100%	
	Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes
			\$1.64	\$2.21	\$817	\$1,102	2.5	
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Staff-rated Youth Participation in Services (% High or Highest)	Yes, Customer Satisfaction > 80%
			95%		85%		98%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	Yes, Service Productivity > 70%
			Asset Development changes		84%	84%		
			Social/Respect changes		90%	79%		
			Agency Selected changes		89%	75%		
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	Yes, Quality Score > 1
			2.3 3.6		Increase	Good	838	
	Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size
			43	99	36	95	273	

Performance Summary

George Mayne delivered 161% of its contracted services during Cycle 19. It is highly recommended that the grantee improve their program planning to ensure their actual hours of service at the end of the year are more closely aligned with their projections. They achieved the customer satisfaction goal of 80% with youth participants reporting a 95% customer satisfaction. The grantee achieved the service productivity goal of 70% for asset development, social/respect and program-specific productivity with youth reporting a score of 84%, 90% and 89%, respectively. The grantee demonstrated a good service quality score and met the reliability goal of 0.60. The grantee met the Service Performance Index goal of 600, achieving a high score of 838.

Success Stories

A kindergarten boy was referred to counseling in September due to a number of concerns. He did not speak at all for the first two weeks of school and then began to speak in very irregular sentences and what he said was usually negative speak about himself or his home life. For example, "I be bad. Mom evil." He was displaying perfectionistic behavior and was constantly looking for approval and reassurance. He appeared worried and quite high strung. He was also a target student for academic concern. Throughout the year he has been working with one of George Mayne's returning counselors in a small group to work on play skills and social interaction. His teacher recently reported that he has "really blossomed." He is talkative both with his counselor and with his small counseling group, and is also talking more in the regular classroom. He has shown great improvement in his literacy skills and math skills and has been moved into the middle group and is no longer a target for academic interventions. He is becoming a contributing member of the class and is even smiling which was not happening at the beginning of the year. Both the classroom teacher and his counselor are quite pleased with his improvement both academically and socially. He continues to receive services and is demonstrating continued progress.

Girls Scouts of Northern California

Girl Scouts has served girls throughout Northern California since 1918. Our regional council, Girl Scouts of Northern California (GSNC), was formed in 2007 through the merger of five Girl Scout councils across a 19-county area from Silicon Valley to the Oregon border. This newly-merged council serves over 54,000 girls, engages 32,000 active adult volunteers and employs a full-time staff of 128 in diverse communities and from diverse cultures.

GSNC's mission is to build girls of courage, confidence and character who make the world a better place. Girl scouting in the 21st century has evolved well beyond its traditional focus into a vibrant contemporary movement that offers girls, ages 5-17, the opportunity to engage in a variety of personal growth and leadership development activities focused on helping them discover their strengths. Open-ended opportunities are provided through neighborhood troops, camps and outdoor programs, as well as through enrichment and outreach initiatives in targeted settings where youth need us most -- under-resourced schools, community centers, juvenile detention centers, homeless and transitional shelters and alternative high schools. Regardless of the setting, Girl Scouts of Northern California offers rich opportunities for girls to discover, connect and take action with the guidance of caring adults.

Project Description

The Girl Scouts of Northern California offers the "Got Choices" program to over 455 diverse girls, ages 12-17 that are referred by the juvenile justice system as well as collaborating partners. Referrals include former gang members, wannabe gang members, girls with family and/or friends involved in gangs, and girls engaging in high-risk behaviors such as substance abuse and early sexual involvement.

The "Got Choices" Program implements a weekly life-skills curriculum, presented in a group setting that facilitates the identification of their strengths, examination of preconceived notions about themselves and others, reflection on their past behaviors while learning to avoid future negative choices, and skill development to manage relationships and feelings in a healthy manner. The curriculum contains three modules: gangs & crime prevention, female health and self-esteem and positive life choices. These modules are organized to engage youth participants through role playing, quizzes, guest speakers, media avenues, arts and crafts, debate-style discussions and group work.

Girl participants also have an opportunity to engage in service projects that will help develop self-esteem and re-engage participants with the community from which they have become isolated. The "Got Choices" program demonstrates to participants how they can make positive contributions to their community.

Location of Services

Bill Wilson Residential Center
3490 The Alameda
Santa Clara, CA 95050

Santa Clara County Juvenile Hall
840 Guadalupe Parkway
San Jose, CA 95110

Oak Grove High School
285 Blossom Hill Road
San Jose, CA 95123

Muriel Wright Ranch
298 Bernal Road
San Jose, CA 95119

San Jose Community Day School
1155 E. Julian Street
San Jose, CA 95116

Andrew Hill High School
3200 Senter Road
San Jose, CA 95111

Program and Staff Strengths

The Got Choices Program is unique in its gender-specific model that addresses real issues that young women are faced with on a daily basis such as unhealthy relationships, self-esteem, and self-confidence, to name a few. Program staff use a holistic curriculum that is relevant to participants. Program staff are highly dedicated and passionate about serving young women and serving as positive, caring adult role models.

Program and Staff Opportunities for Improvement

One of the challenges faced by Girl Scouts continues to be the turn-over rate of program staff due to the part-time status of positions offered. It is recommended that the program explore staff incentives such as on-going staff training in areas of interest and need to encourage staff retention and motivation. In addition, the program might consider setting up on-going professional development and mentoring sessions to continually develop and mentor new staff recruits who can step in for staff leaving for higher paying or full time jobs.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees’ service productivity outcomes and survey sample size.

- 71%** My success at school (job/training) is better:
- 83%** My understanding of who I am and what I can do is better:
- 73%** My ability to communicate is better:
- 79%** My ability to learn new things is better:
- 69%** My ability to connect with adults is better:
- 81%** My ability to work with others is better:
- 71%** My ability to stay safe is better:
- 59%** I can identify my anger and express it in a non-violent way better:
- 67%** I treat other people’s property better:
- 60%** I engage in healthy and constructive behaviors more:
- 67%** I respect others who are different from me more:
- 65%** My confidence and self-esteem are more
- 73%** My ability to think things out before I react is better:
- 73%** I understand the differences between a healthy and an unhealthy relationship better:
- 69%** I understand how to access community resources better:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	BEST Evaluation Questions	Girl Scouts of Northern California Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals
EFFORT	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		
			\$37,613	\$77,624	\$115,237	206%		
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent	Yes
			\$37,613	\$74,207	\$111,820	100%	97%	
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes
			2.5	6.0	16.8	25%	75%	
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes
			104	51%	49%	Low Asset = High Risk		
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)	
			0%	0%	11%	89%	0%	
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial	
			4%	5%	59%	9%	23%	
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned	
	Strategies	What service strategies did we conduct? (Note: Percentage of hours of service delivered.)	Personal Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes
		0%	0%	0%	100%	0%		
		Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services		
		0%	0%	0%	0%	0%		
Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	Yes	
		2,666	3,298	124%	9	71%		
Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes	
		\$11.40	\$33.91	\$101	\$311	2.5		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Staff-rated Youth Participation in Services (% High or Highest)	Yes, Customer Satisfaction > 80%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	Yes, Service Productivity > 70% Missed Social/Respect Service Productivity
			Asset Development changes		76%	NR	57%	
			Social/Respect changes		64%	NR	81%	
			Agency Selected changes		70%	NR		
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	Yes, Quality Score > 1
			2.1 1.8		Decrease	Good	621	
Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size	
		106	101	0	107	314		

Performance Summary

The Girl Scouts delivered 124% of its contracted services during Cycle 19. They achieved the customer satisfaction goal of 80% with youth participants reporting an 86% customer satisfaction. The grantee achieved the service productivity goal of 70% for asset development and program-specific productivity with youth reporting a score of 76% and 70%, respectively. Girl Scouts did not meet the service productivity goal of 70% for social/respect with youth customers reporting a score of 64%. The grantee demonstrated a good service quality score and met the reliability goal of 0.60. The grantee met the Service Performance Index goal of 600, with a score of 621.

Success Stories

No success stories were provided by grantee.

MACSA

MACSA is an agency founded to serve the unique needs of Latinos. MACSA values a diverse staff that is enriched with both life experience and/or formal education knowing that the best way to reach a community is by honoring people and building trust.

The Mexican American Community Services Agency, Inc., MACSA traces its origins to 1964 when a group of community activists joined together to identify ways to help the emerging Latino community respond to injustices such as discrimination, racism, poverty, police brutality, educational inequity, and inadequate access to public services.

Since its founding, MACSA has remained steadfast and committed to improving the quality of life for youth, families and seniors. MACSA offers programs throughout Santa Clara County, in particular East and Central San Jose, Alviso, Morgan Hill and Gilroy. MACSA's commitment to progressive community change is demonstrated through the numerous youth development programs offered at three youth centers, fifteen schools, library, and community sites. MACSA's mission is to enrich the lives and to advance the interests of the Latino community of Santa Clara County.

Project Description

MACSA's Ollin Project provides a multi-phase case management program to youth, 11-21 years of age, exhibiting high-risk and hardcore/gang-involved behaviors. MACSA teaches the skills necessary to deter participants from gangs, violent behavior and drug abuse. This comprehensive, asset-based program includes the following services: one-on-one case management, life skills education, support groups, referral services, early intervention, gang mediation, crisis response, youth leadership, and aftercare services.

The Ollin Project instills responsible behaviors contributing to healthy lifestyles and pro-social behavior through, Circulos de Apoyo, a twelve-week support group that addresses: character development, independent thinking skills, academic enrichment, decision making and goal setting, and employment readiness. Program staff also organize opportunities for social development including recreational activities, outings, field trips, and special events. These activities focus on assisting participants to become resilient against negative influences.

Upon completion of the twelve-week life skills program, participants are provided the opportunity to "give back" to their neighborhood through community service and art projects through the Leadership in Action component. Aftercare services are provided to participants upon successful graduation from the program.

Additionally, program staff offers community gang awareness trainings and capacity-building workshops for parents on topics such as: truancy, substance abuse, domestic violence and gang awareness.

Location of Services

MACSA Youth Center
660 Sinclair Drive
San Jose, CA 95116

Independence High School
1776 Educational Park Drive
San Jose, CA 95133

Yerba Buena High School
1855 Lucretia Avenue
San Jose, CA 95122

Program and Staff Strengths

MACSA staff is commended for the professionalism of staff and their ability to collaborate with other programs and with school personnel to ensure that youth have rapport in the community. Furthermore, program staffs' passion is evident in their curricula and attention to detail through the delivery of their unique lesson plans designed to maintain the attention of youth and keep them engaged during program.

Program and Staff Opportunities for Improvement

It is recommended that program staff build in their evaluation system into their program calendar to ensure timely dissemination and collection of surveys throughout the calendar year.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees' service productivity outcomes and survey sample size.

- 86%** My success at school (job/training) is better:
- 91%** My understanding of who I am and what I can do is better:
- 89%** My ability to communicate is better:
- 83%** My ability to learn new things is better:
- 84%** My ability to connect with adults is better:
- 83%** My ability to work with others is better:
- 91%** My ability to stay safe is better:
- 82%** I can identify my anger and express it in a non-violent way better:
- 78%** I treat other people's property better:
- 84%** I engage in healthy and constructive behaviors more:
- 82%** I respect others who are different from me more:
- 90%** My ability to resolve conflicts with respect is better:
- 86%** My ability to make responsible choices is better:
- 91%** My pride in my culture and people is better:
- 95%** My commitment to keeping my own Palabra (WORD) is better:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System								
Performance Account-ability Model	Logic Model	BEST Evaluation Questions	MACSA Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals
EFFORT	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		
			\$148,000	\$30,722	\$178,722	21%		
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent	Yes
			\$147,265	\$30,258	\$177,523	100%	99%	
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes
			2.4	12.2	16.3	0%	100%	
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes
			110	71%	29%	Low Asset = High Risk		
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)	
			0%	0%	10%	90%	0%	
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial	
			3%	1%	95%	0%	2%	
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned	
			0%	0%	45%	55%	0%	
	Strategies	What service strategies did we conduct? (Note: Percentage of hours of service delivered.)	Personal Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes
			59%	0%	0%	35%	0%	
			Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services	
			0%	0%	0%	6%	0%	
	Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	Yes
			7,574	7,860	104%	71	91%	
	Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes
			\$11.40	\$33.91	\$101	\$311	2.5	
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Staff-rated Youth Participation in Services (% High or Highest)	Yes, Customer Satisfaction > 80%
			93%		94%		87%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	Yes, Service Productivity > 70%
			Asset Development changes		86%	84%		
			Social/Respect changes		84%	89%	83%	
			Agency Selected changes		92%	96%	98%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	Yes, Quality Score > 1
			10.7 4.3		Decrease	Good	740	
	Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size
			115	115	115	116	461	

Performance Summary

MACSA delivered 104% of its contracted services during Cycle 19. They achieved the customer satisfaction goal of 80% with youth participants reporting a 93% customer satisfaction. The grantee achieved the service productivity goal of 70% for asset development, social/respect and program-specific productivity with youth reporting a score of 86%, 84% and 92%, respectively. The grantee demonstrated a good service quality score and met the reliability goal of 0.60. The grantee met the Service Performance Index goal of 600, achieving a high score of 740.

Success Stories

A female Ollin participant was on the verge of dropping out of school last year because she felt she was too far behind in credits; however, she made a decision to continue with her education and attend summer school. Although a struggle to resist temptation, this participant has also quit doing drugs and moved out of her boyfriend's house and back with her father to better their relationship and assist with taking care of her younger sister. Returning home coupled with her increased involvement with her younger sister has helped her to stay busy and away from using again. She plans to return to Oak Grove High School for her sophomore year.

Next Door Solutions to Domestic Violence

Next Door promotes safety for battered women and their children through emergency shelter; multiple points of entry for victims; individuals, system and institutional advocacy; crisis intervention; education for victims; youth and the community; and the changing of community norms through prevention activities. Next Door's mission is ending domestic violence in the moment and for all time.

Next Door is a private nonprofit organization that exists to create a violence free society by offering services to women, men and children affected by domestic violence. Next Door has been serving the community since 1971 when activists working on anti-poverty issues realized one of the biggest issues faced by the women they were working with was domestic violence. In 1974, the grassroots organization incorporated under the name of WOMA, the Woman's Alliance and in 1976, opened the first shelter in Santa Clara County and the first shelter in the country that provided services in Spanish to a largely Latina population. In October of 1989, the organization changed its name to Next Door, Solutions to Domestic Violence, to reflect the fact that domestic violence is not just a women's problem. The name also emphasizes that Next Door offers solutions to this critical problem and that help may be as close as next door.

Project Description

Next Door provides domestic violence services to youth referred by parents, teachers, Department of Family and Children Services (DFCS), Santa Clara County Probation and other agencies and case managers. The program provides support groups for elementary children, middle and high school youth. Individual Counseling/Mentoring is offered to children and youth ages 3- 18 at the Next Door Community Office. Staff conduct home visits, family activities, and community service projects for the sole purpose of strengthening the relationship between the parent and youth. Finally, Next Door's youth program has committed to provide ongoing and long-term educational prevention services to Foothill High School Family Learning Center. Due to the increased rates of dating and domestic violence during pregnancy, our intentional objective will be to educate and raise awareness about dating abuse in the context that is relevant to youth that are exhibiting behavioral and truancy issues. By providing year long services we will be better able to evaluate BEHAVIORAL CHANGE.

Location of Services

Foothill High School
230 Pala Avenue
San Jose, CA 95127

Lee Mathson Middle School
2050 Kammerer Avenue
San Jose, CA 95116

Mayfair Community Service
2039 Kammerer Avenue
San Jose, CA 95116

Program and Staff Strengths

Next Door Solutions has a multi-prong approach to serving children, youth and families that have experienced or are experiencing domestic violence through the Home Safe, Teen Date Play, parenting classes and workshop/classes at target high schools in San José. Parents at Home Safe want something better for themselves and their children. Next Door staff support them in this effort while also providing parenting workshops on topics such as gang involvement and risk factors. Children and youth are acknowledged and validated by caring staff members. Through the Proud of Wanting Equal Relationships (POWER) parenting classes at Foothill Continuation, parents (both young mothers and fathers), learn about teen dating violence, empowerment, and the importance of healthy boundaries. They learn that taking responsibility for one's actions is a liberating opportunity to change rather than blame. The new middle school youth led performance and community education drama group is shows great promise and should be expanded to educate youth on healthy dating and relationship behaviors.

Program and Staff Opportunities for Improvement

It is recommended that Next Door Solutions continue to review their program approach and curriculum implementation for issues that they are targeting to change for the better in their youth customers, such as, the recognition that they are not responsible for their parents' actions and alternative methods to resolve conflicts through non-violent means. Survey results indicate that these targeted areas can be strengthened within the program design. The success of the Teen Leadership Date Play needs to be disseminated to more schools in San José. The Date Play should be used as a fund development model and should be packaged and evaluated to assist in dissemination.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees' service productivity outcomes and survey sample size.

(Youth Survey)

- 60%** My success at school (job/training) is better:
- 78%** My understanding of who I am and what I can do is better:
- 83%** My ability to communicate is better:
- 79%** My ability to learn new things is better:
- 70%** My ability to connect with adults is better:
- 74%** My ability to work with others is better:
- 79%** My ability to stay safe is better:
- 77%** I can identify my anger and express it in a non-violent way better:
- 74%** I treat other people's property better:
- 68%** I engage in healthy and constructive behaviors more:
- 71%** I respect others who are different from me more:
- 70%** My self esteem is more:
- 68%** My positive relationships with other people increased:
- 71%** My choices of healthy dating relationships increased
- 75%** My self confidence increased:

(Child Survey)

- 78%** This program makes my school work easier:
- 70%** This program helps me get along with adults better:
- 85%** This program helps me learn new things yes:
- 98%** This program helps me stay safe yes:
- 73%** This program helps me get along with other kids better:
- 85%** This program makes me feel good about myself yes:
- 65%** This program helps me handle my anger better:
- 72%** This program makes me stay healthy more:
- 70%** This program makes me respect other people who are different from me more:
- 76%** This program helps me choose healthy relationships instead of unhealthy relationships more:
- 65%** This program helps me settle my problems without fighting more:
- 80%** This program helps me enjoy being with my peers more:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System							
Logic Model	BEST Evaluation Questions	Next Door Solutions to Domestic Violence Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals
Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		Yes
		\$46,410	\$145,489	\$191,899	313%		
	What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent	
Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes
		3.5	13.7	13.1	25%	75%	
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets	
563			41%	59%	Low Asset = High Risk		
0-5 yrs			6-10 yrs	11-14 yrs	15-20 yrs	(over 20)	
17%			22%	17%	45%	0%	
Asian Pacific Americans			African Americans	Latino Americans	Caucasian Americans	Other Multiracial	
6%			6%	71%	1%	15%	
Client At-Risk			Client High-Risk	Gang Impacted	Gang Intentional	Unassigned	
Strategies	What service strategies did we conduct? (Note: Percentage of hours of service delivered.)	Personal Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes
		0%	0%	0%	0%	100%	
		Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services	
		0%	0%	0%	0%	0%	
Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	Yes
		7,510	9,369	125%	17	93%	
Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes
		\$4.95	\$20.48	\$82	\$341	2.6	
Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Staff-rated Youth Participation in Services (% High or Highest)	Yes, Customer Satisfaction > 80%
Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	Yes, Service Productivity > 70%
		Asset Development changes		78%	72%		
		Social/Respect changes		70%	72%	78%	
		Agency Selected changes		73%	82%	95%	
Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	Yes, Quality Score > 1
		2.1 2.0		Decrease	Low	659	
Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size
		181	204	163	175	723	

Performance Summary

Next Door Solutions delivered 125% of its contracted services during Cycle 19. They achieved the customer satisfaction goal of 80% with youth participants reporting an 87% customer satisfaction. The grantee achieved the service productivity goal of 70% for asset development, social/respect and program-specific productivity with youth reporting a score of 78%, 70% and 73%, respectively. The grantee demonstrated a good service quality score. Evaluators will work with the grantee to improve their reliability level. The grantee met the Service Performance Index goal of 600, achieving a good score of 659.

Success Stories

No success stories were provided by this grantee.

Pathway Society

Pathway Society, Inc. exists to provide services that promote the development of individual, family and community wellness. This mission is accomplished through programs designed to provide a continuum of substance abuse and behavioral health services. The goal of these programs is to foster and promote healthy lifestyles.

Project Description

Pathway Society provides prevention, intervention, and treatment services to reduce risk-taking behaviors associated with at-risk substance abuse, delinquency and gang activity. Program services target youth ages 10-19 that are at-risk and high-risk of substance abuse or delinquent behaviors. Services also target youth who exhibit delinquent and gang-related behaviors, and who have a history of substance abuse.

Substance abuse day treatment services are designed to help targeted youth lead lifestyles that are free of delinquency, gang involvement and substance abuse. Staff members provide intake and assessment, group counseling, individual counseling, and recreation, prevention, and educational activities. Daily, group counseling is designed to reduce and/or eliminate chronic and habitual substance abuse and associated behaviors by providing a space where each participant can examine his/her pattern of substance abuse, explore alternative behaviors and develop a plan for change. Individual counseling is offered to clients with an increased focus on self and individual thoughts, feelings and behaviors. A recreation component consists of monthly clean and sober activities for participants involved in treatment (group and individual counseling) to help them learn how to spend leisure time without the use of alcohol or other drugs. Activities may include pizza parties, barbecues, and field trips to the beach, San Francisco Zoo, and sporting events.

The program also provides educational presentations to school health classes at targeted school sites. These presentations serve to educate and inform students and teachers about the impact of substance use, to provide information about new substance abuse drugs and to facilitate appropriate referrals for services.

Location of Services

Boys and Girls Club (Smythe)
1835 Cunningham Avenue
San Jose, CA

Overfelt High School
1835 Cunningham Avenue
San Jose, CA 95122

Mount Pleasant High School
1750 South White Road
San Jose , CA 95122

Silver Creek High School
3434 Silver Creek Road
San Jose, CA 95121

Program and Staff Strengths

Pathway's consistency of their program model across their target school sites and low staff turnover is one of their greatest strengths. Program staff are highly educated, bilingual, culturally competent and skilled at building relationships with school site staff – all attributes that serve the youth they work with well. Additionally, staff are knowledgeable about the community they serve and other providers with whom they can collaborate for referrals or to provide additional support to youth participants. Oftentimes, Pathway staff are called upon by school staff to provide teacher training on issues such as suicide prevention and education and conflict resolution with parents. Finally, Pathway is commended for their collaborative approach of working with other community based organizations to deliver intervention services at targeted school sites. The Pathway school based model is needed in many of our schools. The model is cost effective especially if schools allow the program to work with youth with substance abuse problems in groups during a class period during the week. Another strength of the program is that the Pathway counselors assigned to schools have had over a decade of consistency of service and building relationships with teachers and school staff.

Program and Staff Opportunities for Improvement

Program staff indicated that an on-going challenge for them is to increase parental involvement in program activities. The program continues to attempt to meet the large need for substance abuse services in targeted schools of operation. The need is far greater than the funding and services for drug and substance abuse for youth in San José.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees’ service productivity outcomes and survey sample size.

- 85%** My success at school (job/training) is better:
- 92%** My understanding of who I am and what I can do is better:
- 92%** My ability to communicate is better:
- 78%** My ability to learn new things is better:
- 87%** My ability to connect with adults is better:
- 82%** My ability to work with others is better:
- 86%** My ability to stay safe is better:
- 83%** I can identify my anger and express it in a non-violent way better:
- 64%** I treat other people's property better:
- 83%** I engage in healthy and constructive behaviors more:
- 76%** I respect others who are different from me more:
- 89%** I understand the problems associated with taking drugs/alcohol/cigarettes better:
- 64%** My knowledge about safe sex is better:
- 90%** My ability to make healthy choices is better:
- 92%** I can ask for help better:
- 90%** I participate in positive activities more:
- 88%** My self-confidence is more:
- 76%** I attend school more:
- 75%** My use of controlled substances and ETOH decreased:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System								
Performance Accountability Model	Logic Model	BEST Evaluation Questions	Pathway Society Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals
EFFORT	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		Yes
			\$322,837	\$65,567	\$388,404	20%		
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent	Yes
			\$322,837	\$62,651	\$385,488	100%	99%	
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes
			6.2	15.8	17.2	43%	57%	
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes, 1% of customers were Native Americans
			455	40%	60%	Low Asset = High Risk		
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)	
			0%	0%	28%	72%	0%	
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial	
			14%	4%	77%	2%	2%	
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned	
	Strategies	What service strategies did we conduct? <i>(Note: Percentage of hours of service delivered.)</i>	Personal Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes
			0%	0%	100%	0%	0%	
			Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services	
			0%	0%	0%	0%	0%	
Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	Yes	
		13,642	14,734	108%	32	93%		
Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes	
		\$21.91	\$26.16	\$710	\$854	2.7		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Staff-rated Youth Participation in Services (% High or Highest)	Yes, Customer Satisfaction > 80%
			95%		94%		82%	
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	Yes, Service Productivity > 70%
			Asset Development changes		88%	93%		
			Social/Respect changes		80%	93%	77%	
			Agency Selected changes		85%	91%	88%	
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	Yes, Quality Score > 1
			2.7 3.7		Increase	Good	688	
	Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size
289			194	171	211	865		

Performance Summary

Pathway Society delivered 108% of its contracted services during Cycle 19. They achieved the customer satisfaction goal of 80% with youth participants reporting a 95% customer satisfaction. The grantee achieved the service productivity goal of 70% for asset development, social/respect and program-specific productivity with youth reporting a score of 88%, 80% and 85%, respectively. The grantee demonstrated a good service quality score and met the reliability goal of 0.60. The grantee met the Service Performance Index goal of 600, achieving a good score of 688.

Success Stories

A female student at Overfelt High School was into heavy drugs, involved in gangs and her academic performance in school was extremely poor. After she received a year of counseling from the Pathway Society counselor and participated in the "Safe Summer Initiative - Unity to All Extended Program" in collaboration with Victory Outreach and the Boys and Girls Club, things started turning around for her. The counselor and her mentors helped her regain a sober and drug-free life. She stopped doing drugs, cutting school and affiliating with a gang. Today, she is playing music with the school band, getting good grades and participates with the Youth Commission Program at Overfelt High School. She is greatly involved with her church where she gets spiritual support on top of the support she receives from her Pathway counselor. When she graduates from high school, she will be attending Brigham Young University in Utah.

Pathway Society's counselor at Mount Pleasant High School has been providing services to a female student since the student's freshman year. The student was referred to counseling due to behavioral issues and conflicts with another student. She was very troubled and resentful and denied services freshman year. Sophomore year came and she started having family issues and had a really tough year. It was one of the student's lowest points in life - hanging out with the wrong crowd. The student remembered the Pathway Society counselor and reached out to her. After meeting with the counselor, the student was shocked at how comfortable she felt. She has been in and out of counseling since she was four years old and never seemed to click with other counselors. During her initial meeting with the Pathway Society counselor, the student discussed her issues and it was suggested to the student that she receive counseling services and attend the Pathway Society class. After accepting services through Pathway, the student realized a more positive side to life and started gaining hope. She is now a senior in high school, obtained a job at Safeway, has a car of her own and has been clean of all drugs for over a year now.

ROHI Alternative Community Outreach

Rohi Alternative Community Outreach (RACO) serves young people by overseeing positive programs that invest in human development and gang, drug and criminal intervention. The mission of RACO is to serve as a liaison between youth, adults, churches, city officials and community organizations by developing, implementing and managing positive programs that promote educational, health, spiritual, arts, cultural, social, economic, community and civic awareness. The purpose of RACO is to serve as a community organization where people can experience unconditional love, hope, help and healing.

In 1995, President/CEO of Rohi Alternative Community Outreach, Jeff Heard, had a burden on his heart to help the young people of the community stay away from drugs, gangs, violence, alcohol, and other ills that plague today's youth. In February of 1995, Jeff along with volunteers from the community as well as rap artists, put together a youth town hall meeting to discuss issues that concern today's youth. From that meeting, Jeff learned that the youth of San José needed a program to prevent them from falling into the traps of the society.

Project Description

Rohi Alternative Community Outreach (RACO) targets youth between the ages 14 and 24 who exhibit delinquent and high risk behaviors, such as gathering at locations known for drug and gang-related activities, affiliating with known gang members and exhibiting truancy problems. The program assists youth who have experienced difficulties coping with family, school, peer pressure, community expectations and demands, and life circumstances. The program focuses on providing positive and healthy activities, including recreation and sports, retreats, community service projects, and personal and community life skills development. Staff members provide supervised after school activities conducted on Tuesday nights which includes facilitated team-building exercises. Each participating youth receives a service plan that identifies barriers to success, activities and description of services, estimated date of completion, goals, and support service needs. The program also operates mentoring and a community service component, as well as a midnight basketball league which takes place at Mt. Pleasant High School. ROHI conducts a mandatory one-hour life skills workshop for all participants on game night.

Location of Services

Boys and Girls Club (East Side Club)
2195 Cunningham Avenue
San José, CA 95122

Rohi Alternative Community Outreach
2105 Swift Avenue, Suite C
San José, CA 95148

Mt. Pleasant High School
1750 S White Rd
San José, CA 95127

Program and Staff Strengths

Rohi Alternative Community Outreach has successfully served young people since 1995 with a model Midnight Basketball program that provides positive programs to help the young people of the community stay away from drugs, gangs, violence, alcohol, and other ills that plague today's youth. The ROHI Midnight Basketball program continues to allow youth who have experienced difficulties coping with family, school, peer pressure, community expectations and demands, and life circumstances to get the needed support to build on their strengths and assets to find a path to healthy and productive life. ROHI uses mentoring, transition to adulthood, recreation, sports, retreats, weekly support group activities, one on one counseling, and community service projects as some of the program services provided youth. Each youth receives and develops a service plan that sets goals for their personal development. Before playing in the Midnight Basketball game each player participates in a one-hour life skills workshop. The model has been effective over the past decade.

Program and Staff Opportunities for Improvement

The City of San José BEST staffs and the evaluation team staffs should continue to provide any technical assistance requested from the new executive director. The passing of the founder and executive director in October of 2007 has placed a high need for staff to develop the organization capacity to manage and report their efforts, effects, and performance to funders.

The program should continue to build on its fund development activities of last year and to continue to build on the youth leadership and alumni involvement demonstrated last two years. Staff should consider using the master calendar of BEST deadlines for use in meeting administrative and reporting requirements. The ability of the agencies to provide timely and accurate program reports to funds need to improve dramatically. Rohi might consider focusing its efforts at its Midnight Basketball and drop in activities and reduce some of the other services they have been providing.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed "for the better" because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) "At A Glance" dashboard on the next page provides each grantees' service productivity outcomes and survey sample size.

- 63%** My success at school (job/training) is better:
- 83%** My understanding of who I am and what I can do is better:
- 65%** My ability to communicate is better:
- 67%** My ability to learn new things is better:
- 71%** My ability to connect with adults is better:
- 71%** My ability to work with others is better:
- 70%** My ability to stay safe is better:
- 57%** I can identify my anger and express it in a non-violent way better:
- 58%** I treat other people's property better:
- 65%** I engage in healthy and constructive behaviors more:
- 61%** I respect others who are different from me more:
- 61%** My ability to resolve conflicts peacefully is better:
- 63%** My ability to work on a team is better:
- 65%** My ability to set goals for the future is:
- 63%** My knowledge about the college entrance process is better:
- 75%** My ability to stay hopeful and respect myself is better:
- 63%** My confidence as a leader is:
- 63%** My appreciation for other cultures is better:
- 71%** My ability to meet new people is better:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) "At A Glance" dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System									
Performance Accountability Model	Logic Model	BEST Evaluation Questions	Rohi Alternative Community Outreach Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals	
EFFORT	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		Yes	
			\$80,250	\$64,390	\$144,640	80%			
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent		92%
			\$80,250	\$53,383	\$133,633	100%			
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes	
			1.64	7.8	14.5	50%	50%		
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes, 1% of customers were Native Americans	
			131	60%	40%	Medium Asset = At Risk			
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)		
			0%	0%	1%	74%	25%		
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial		
			24%	41%	31%	3%	1%		
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned		
			0%	16%	84%	0%	0%		
	Strategies	What service strategies did we conduct? (Note: Percentage of hours of service delivered.)	Personal Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes	
			90%	0%	0%	10%	0%		
			Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services		
			0%	0%	0%	0%	0%		
	Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	Yes	
			19,079	20,922	110%	160	100%		
	Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes	
			\$3.84	\$6.39	\$613	\$1,104	8.9		
EFFECT	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Staff-rated Youth Participation in Services (% High or Highest)	Yes, Customer Satisfaction > 80%	
			87%		Not Required		87%		
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	No, Service Productivity < 70%	
			Asset Development changes		69%	NR			
			Social/Respect changes		58%	ND			
			Agency Selected changes		66%	NR			
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	Yes, Quality Score > 1	
			2.9 1.6		Decrease	Good	675		
	Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size	
			53	62	2	98	215		

Performance Summary

ROHI delivered 110% of its contracted services during Cycle 19. They achieved the customer satisfaction goal of 80% with youth participants reporting an 87% customer satisfaction. The grantee did not achieve the service productivity goal of 70% for asset development, social/respect and program-specific productivity with youth reporting a score of 69%, 58% and 66%, respectively. The grantee demonstrated a good service quality score and met the reliability goal of 0.60. The grantee met the Service Performance Index goal of 600, achieving a good score of 675.

Success Stories

A prior participant of RACO, who was in a gang and had been arrested, has graduated from Evergreen Valley College and serves as a full-time mentor to adjudicated youth. Through his role as a mentor, he shares with youth the power of consequences in the choices that they are making and has encouraged youth to forgive themselves for their past mistakes and move forward.

Ujima Adult and Family Services, Inc.

Ujima Adult and Family Services started as Ujima Youth Program of the South Bay Association of Black Social Workers in 1991. As per plan, it spun off and incorporated as Ujima Adult and Family Services, Inc. in 1994. The agency was created from inception to be of the African community and serve the community by developing and providing African centered services. This also includes raising the consciousness of adults, youth and their families by affirming life giving and life saving values that motivate people of African descent toward self-determination and liberation.

Project Description

Ujima's BEST-funded program provides personal development and youth support groups for high-risk, pre-gang and gang-involved youth. Ujima seeks to assist youth in developing social and academic skills, as well as self-sufficiency capacities. The goal of the program is to increase cultural and self-knowledge, self-esteem and confidence.

The youth support groups cover various topics including: African history, African Americans and their contributions to society, cross cultural appreciation, gang affiliation/consequences, youth and the legal system and anti-smoking, drug and alcohol education. The course assists youth in increasing their developmental assets and directly addresses this with the infusion of cultural knowledge and the importance of knowing yourself and utilizing the strengths of ancestors to support health and increase competence. The weekly school-based program utilizes multi-media curriculum designed to challenge students to critically think about their identity, community, education and history.

Ujima staff members provide case management services to high risk youth at targeted school sites throughout the City of San José. These services can consist of monitoring grades, behavior and attendance. For youth participants identified as needing increased services, program staff offer a goal-oriented needs assessment, the development of a service plan, home visits, playing the role of advocate/representative during the student client's required hearings/meetings, and contact with other community based organizations.

Location of Services

Andrew Hill High School
3200 Senter Road
San Jose, CA 95111

Santa Teresa High School
6150 Snell Avenue
San Jose, CA 95123

Silver Creek High School
3434 Silver Creek Road
San Jose, CA 95121

Oak Grove High School
285 Blossom Hill Road
San Jose, CA 95123

Program and Staff Strengths

Ujima staff are commended for their ability to think “outside of the box” when addressing and meeting the needs of youth clients and their families. Program staffs stay connected to innovative methods of culturally proficient services and have a deep understanding of the socio-political and economic environment of the San Jose communities. Ujima’s unique service delivery model incorporates tools of popular culture into the curriculum to educate youth clients of at-risk behavior.

Program and Staff Opportunities for Improvement

Ujima staffs are working on developing an improved system that will enable them to follow-up with youth after they have completed the program to monitor success and maintain connections. It is recommended that program staff reach out to other community-based organizations to learn how they navigate and negotiation the school systems in the City to build healthy and sustainable relationships with school personnel and to have more access to youth clients. Ujima should consider work with East Side Union High School District to reduce the practice of using revoking participation in Ujima groups services as a punishment for youth who have misbehaved in school. Ujima and the group of students should attempt to work with the student to improve and make right his misbehaving. The youth who need Ujima’s services most are being denied the opportunity to participate.

Outcomes of BEST-Funded Care and Service

The following responses for each survey question represent the percentage of child/youth customers that indicated they changed “for the better” because of BEST-funded services they received. The service productivity score is calculated by the number of targeted changes achieved minus the number missed. The Performance Logic Model (PLM) “At A Glance” dashboard on the next page provides each grantees’ service productivity outcomes and survey sample size.

- 59%** My success at school (job/training) is better:
- 83%** My understanding of who I am and what I can do is better:
- 62%** My ability to communicate is better:
- 75%** My ability to learn new things is better:
- 65%** My ability to connect with adults is better:
- 63%** My ability to work with others is better:
- 69%** My ability to stay safe is better:
- 68%** I can identify my anger and express it in a non-violent way better:
- 55%** I treat other people’s property better:
- 65%** I engage in healthy and constructive behaviors more:
- 67%** I respect others who are different from me more:
- 90%** My understanding of and pride in my culture increased:
- 86%** My knowledge of the cycle of violence increased:
- 88%** My knowledge of the history of the African Diaspora increased:
- 73%** My understanding of the juvenile justice system increased:

Performance Logic Model – At A Glance Dashboard

Below is the Performance Logic Model (PLM) “At A Glance” dashboard. It answers 11 evaluation questions about the effort and effect of BEST-funded services and care. The PLM dashboard provides readers the data to answer each evaluation question and indicates how the grantee did in meeting the BEST performance goals. Definitions of data elements are found after the table of contents in this grantee summary section. More in-depth explanation can be found in the main report.

BEST Performance Logic Model Evaluation System								
Performance Account-ability Model	Logic Model	BEST Evaluation Questions	Ujima Adult & Family Services Answers to BEST Evaluation Questions for FY 2009-2010					Met Performance Goals
E F F O R T	Inputs	What did BEST Fund for services?	Annual BEST Funding	Annual Contract Budget Match	Total Funds	Percent Matching Funds		
			\$99,000	\$19,800	\$118,800	20%		
		What did BEST spend on services?	BEST Funds Spent	Matching Funds Spent	Total Funds Spent	Percent of BEST Funds Spent	Percent of Total Funds Spent	Yes
			\$99,000	\$19,800	\$118,800	100%	100%	
	Staff	Who were the staff providing services?	Number of Paid FTE Staff	Years Experience	Years Schooling	Male	Female	Yes
			1.83	5.6	16.0	50%	50%	
	Customers	Who are our youth customers?	Total Unduplicated Customers	Male	Female	Level of Child & Youth Developmental Assets		Yes
			120	43%	58%	Medium Asset = At Risk		
			0-5 yrs	6-10 yrs	11-14 yrs	15-20 yrs	(over 20)	
			0%	0%	20%	79%	1%	
			Asian Pacific Americans	African Americans	Latino Americans	Caucasian Americans	Other Multiracial	
			0%	91%	5%	1%	3%	
			Client At-Risk	Client High-Risk	Gang Impacted	Gang Intentional	Unassigned	
			26%	29%	18%	0%	27%	
	Strategies	What service strategies did we conduct? <i>(Note: Percentage of hours of service delivered.)</i>	Personal Development and Support Groups	Gang Mediation & Intervention	Outpatient Substance Services	Services for Adjudicated Youth	Domestic Violence Services	Yes
			100%	0%	0%	0%	0%	
			Truancy Case Management	Day Education Programs	Parent Family Support	Community Gang Awareness	Related Services	
			0%	0%	0%	0%	0%	
	Activities	How much services did we provide?	Total Planned Hours of Services for Year	Total Actual Units of Service for Year	Planned Services Delivered for Year	Hours of Service per Customer	Percent of Youth Not Arrested During Services	Yes
			3,215	3,577	111%	30	94%	
Outputs	How much did the services cost to deliver?	Actual Cost per Hour BEST Funds for Year	Actual Cost per Hour Total Funds for Year	Cost per Customer BEST Funds	Cost per Customer Total Funds	# of New Caring Adults Connected to Youth	Yes	
		\$27.68	\$33.21	\$825	\$990	3.7		
E F F E C T	Customer Satisfaction	Were our youth and parent customers satisfied with our services?	Average Satisfaction of Youth (0-100% on 4 items)		Average Satisfaction of Parents of Youth (0-100% on 4 items)		Staff-rated Youth Participation in Services (% High or Highest)	Yes, Customer Satisfaction > 80%
	Service Productivity Initial Outcomes	Were our services effective in producing change for the better for our customers?	Service Productivity (% of targeted changes achieved minus % missed)		Youth Report of Changes	Parent Report on their Child	Staff Report on Customer Pro-social Behavior	Yes, Agency Selected Service Productivity >70% No, for Other Service Productivity
			Asset Development changes					
			Social/Respect changes					
			Agency Selected changes					
	Service Quality and Reliability	Were our services equally effective for all our customers?	Service Quality Score Asset Development Spring 09 Spring 10		Change in Service Quality	Reliability Level	Grantees with SPI of 600 or Better	Yes, Quality Score > 1
			3.1 3.7					
	Survey Sample	How many customers did they survey?	RPRA Survey	Youth Surveys	Parent Surveys	Staff Surveys	Total Surveys Collected	Good Sample Size
154			152	90	166	562		

Performance Summary

Ujima delivered 111% of its contracted services during Cycle 19. They achieved the customer satisfaction goal of 80% with youth participants reporting an 88% customer satisfaction. The grantee achieved the service productivity goal of 70% for program-specific productivity with youth reporting a score of 85%. Ujima did not achieve the service productivity goal for asset development and social/respect, with youth reporting 69% and 65%, respectively. The grantee demonstrated a good service quality score; however, they did meet the reliability goal of 0.60. The grantee met the Service Performance Index goal of 600, achieving a good score of 661.

Success Stories

Last school year, an 11th grade female student earned F's in her classes and attended school only a few days per month. She arrived this school year prepared to repeat her academic and attendance record. She was not interested in school and associating with peers identified as impacted and intentional. She also had a friend whom she learned was lesbian and rejected her once she learned of her sexual orientation. The Ujima staff did intensive outreach to her and she became more involved in school and as a result, raised all of her grades to B's and C's. Additionally, Ujima was able to link her with a job at Great America. She is very excited about working and her self-esteem has improved greatly. She describes that her connection to family has improved. She has a more positive relationship with her sibling and parents and has gained more respect for her parents. She has a more positive connection with the African community and sees being part of the community as strength. Prior to the Ujima Life Skills courses, she felt disconnected from the African community and shamed. She also learned to be more tolerant and accepting of others and regained her connection with her friend that is lesbian.

A male student half way through his 12th grade year was troubled and searching for identity/connection. Mourning the death of a former mentor as well as the end of a relationship with his girl friend, proved to have a tremendous effect on his self esteem and overall perception of life. He was having thoughts of suicide. His grades began to slip and his home life took a back seat to his emotional state. After Ujima made contact with this student, he agreed to work together in order to find a solution to the issues that were troubling him. After working with Ujima for a few weeks, he was able to establish goals and work diligently towards actualizing every self-created step. His self-esteem has improved tremendously and he was able to graduate on time with the successful completion of his final semester. He is now looking forward to going CSUEB and working part time. He is following all rules of the house and making an effort to support his mother throughout the day.